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ABSTRACT

Papers are presented from a colloquium on the teaching of German in the United Kingdom. Following an introduction by C.V. James, the following papers on the schools are presented: "A General View" by M. Lodge; "A Regional View" by R. Sheppard and G. Turner; "As the Teacher-Trainer Sees Them" by A. Hornsey; "Problems of Organisation" by J. Campbell; "An LEA Perspective" by D.M. Sidwell; and "The Adviser's View" by K. Emmans. Papers on higher education include: "The Universities" by J.L. Flood; "Polytechnics and Similar Institutions" by R. Oldnall; and "The Role of the Language Centre" by G. Seidmann. Papers on further education, commerce, and industry include: "Further Education Colleges" by J. Coutts and "Commerce and Industry" by E.V. Lee. Papers on teacher training include "The Education and Training of Graduate Teachers" by C.V. Russell and "Colleges of Education" by C. Fox. Papers on issues in methodology include: "Teaching Children of Moderate Ability" by D. Richards; "The Importance of Accuracy" by P. Newmark; and "The Compleat Germanist" by J.T. Smith. Papers on publishing and the media include: "The Provision of Teaching Materials for German" by G.D. Morley; "Problems and Prospects in Publishing" by R. Savers; "The Contribution of the BBC (Schools) by A.A. Wolff; and "New Developments in Broadcast Language Teaching (Further Education)" by E. Baer. Papers on educational visits and exchanges include: "The Study of German in the United Kingdom: The Exchange Factor" by J. Platt and "The Centre for British Teachers in Europe Limited" by T.L. Marsters. (SW)

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German in the United Kingdom: problems and prospects

Papers from a colloquium convened in November 1975

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Introduction

Most of the papers making up this collection were assembled for a colloquium on the teaching of German in the United Kingdom convened in November 1975 by the Centre for Information on Language Teaching and Research, acting on the initiative of the British-German Cultural Mixed Commission and in consultation with the Department of Education and Science.

The programme of the colloquium was planned in consultation with representatives of the *Association of Teachers in Colleges and Departments of Education (ATCDE)*, the *Modern Language Association: German Section (ATG)*, the *Conference of University Teachers of German in Great Britain and Ireland* and the *Standing Conference of Heads of Modern Languages in Polytechnics and other Colleges (SCHML)*. Representatives of a number of sections of the British educational system were invited to attend and to contribute papers. The colloquium was also attended by members of the Goethe-Institut and appropriate bodies in the Federal Republic, and observers were invited from Austria, the German Democratic Republic and Switzerland. A full list of participants is given in Appendix 4 of this volume.

The papers submitted for the colloquium, together with certain new matter, have been prepared for publication at CILT, in consultation with an editorial committee consisting of the chairmen of the colloquium sessions. The summary of discussions was made by W Grauberg (University of Nottingham), who fulfilled this difficult function most efficiently also at the colloquium itself. The appendices were compiled at CILT.

We are especially grateful for the support of His Excellency Karl-Günter von Hase, Ambassador of the Federal Republic of Germany and for the assistance of Dr Brigitte Lohmeyer, Cultural Counsellor at the Embassy of the Federal Republic and her staff; Frau Sylvia Bauer-Schlichtegroll of the Goethe-Institut (London) and her staff; and the chairmen of the sessions—R F Mildon HMI, P Newmark (Polytechnic of Central London), B G Palmer (Bulmershe College of Higher Education), A J Peck (University of York) and M R Wigram HMI.

A notable feature of the colloquium was that by bringing together teachers from all sectors of the education system (many of whom had previously had little or no contact with each other) it was able to show how decisions concerning any one section would inevitably have implications for the others. For example, not only did university and polytechnic speakers share a platform, thereby discovering a community of interests (or at least of problems!) that surprised them both, but the points they raised were duly considered in the context of schools—from

which their supply of pupils do not traditionally come, further education—a possible alternative source of supply, teacher training, publishing, exchanges etc. as well as within the framework of higher education. And this same process was repeated throughout the meetings.

Inevitably, a recurrent theme was that of the purpose of studying foreign languages in general and German in particular, especially at school level. But to make statements on this theme which will have a lasting validity is difficult, particularly at this time. For whereas university and CNAA courses are designed for students who have volunteered to follow them and must be presumed to have some more or less definite motive, the school pupil is in general directed into language classes and has no clear purpose or even notional end-product in mind; indeed the very relevance of what he is asked to do is not always apparent to him, and attempts to rectify this do not always lead to improvements. Similarly many students enrolled in certain further education schemes will have some clear-cut vocation-related objective, but others will wish only to satisfy a vaguely felt cultural urge or simply to keep their intellectual faculties exercised. Moreover, the education system in the United Kingdom is now more than ever in a state of flux (the reorganisation of schools into comprehensives, the emergence of polytechnic degree courses, and the reformation of teacher training arrangements are obvious illustrations of this), so that it is not only difficult but probably even unwise to make broad generalisations about the aims of studying modern languages.

Many obvious cogent reasons why German itself should be studied, at least in some sectors, were propounded or assumed in the colloquium discussions. The major importance of the Federal Republic in the European Community, the eminence of German-speaking countries in both capitalist and socialist systems, their cultural significance and technological roles and other comparable themes were constantly reiterated, but in fact it was not the object of the colloquium to make a case for German but rather to examine the present state of its teaching in the United Kingdom and to make recommendations concerning its possible improvement. The final section of this report is therefore devoted to such recommendations. It is hoped they will not go unheeded.

London, 1976

C V James
Deputy Director
Centre for Information on
Language Teaching and Research

Section one: Schools

1. A general view

Margare^t Lodge

*Modern Language Association:
German Section (ATG)*

There is a continuing interest in learning German among pupils in secondary schools and further education colleges, as well as among adults at evening classes. For school children the attractions are:

- A chance of tackling another language, perhaps after having proved linguistic ability in French. This is particularly apparent in those who have also had two or three years of primary French. Where French and German are offered in parallel classes in the first year, this usually determines the choice of German;
- German is often considered a 'useful' language in science or commerce. Older students interested in the EEC see the need for more than one foreign language;
- Increasing foreign travel and school excursions to the Continent, and exchange visits promoted by town-twinning schemes, cause many to try to acquire enough German to get by in Germany or to communicate with foreign visitors.

Although prejudices may still remain with older people, and children are nurtured by the media on war-epics, the image of the Germans as a vigorous and resourceful people is attractive to the young. It says a lot for the staying power of both teachers and pupils that a proportionately high figure continue their studies beyond CSE and 'O' level, despite the diversity of courses, methods, resources, and, above all, the variations in the time available.

Teaching methods, materials and resources

Along with an implied obligation to train pupils in the techniques necessary to get them through examinations, the aims of most classroom and printed courses appear to be a restricted form of *gehobene Umgangssprache* to enable pupils to deal with everyday situations and some introduction to life in German-speaking countries. They are largely centred around fictional 'typical' family situations and stories of young people in the hope that pupils can identify with their German counterparts. The amount of oral work varies according to the tradition of the school. In some it is neglected; teaching is based on the printed and written word from the very first lesson, and little attempt is made to expand the material in the book.

But on the whole classroom teaching of German has not succumbed to the twin-

pressures of the short course and university-geared public examinations nor concentrated on the routine *Paukerei* of grammar and translation in order to get the maximum number of candidates through the examinations, if only to justify the continued existence of German in the curriculum. In fact this very threat seems to have inspired some of the most stimulating teaching.

The majority of teachers are graduates of British universities, some of whom have taught a year or more in German schools; a number of older expatriates who on the whole have adapted to the changing demands of school teaching in this country; some young German nationals, usually married to Englishmen working for a time in Germany, and a few *Assistenten* who have returned to take up teaching posts after qualifying in Germany. They usually respond to the challenge by devising stimulating adjuncts to existing courses, using as much audio-visual material as possible, encouraging pupils of all abilities to develop personal contacts in Germany and working with the Assistent, as well as arranging group visits to Germany in the holidays. Of course, not all of them can adjust to being pitchforked from formal tuition in small selective schools into the hurly-burly of mixed abilities in large comprehensives, but on the whole they put up a stubborn fight in the face of the many alluring options. However, when a good teacher leaves a school there is no guarantee that his style of work will be continued.

The position of German in relation to French is reflected in the proportion of finances available within most modern language departments and accounts for the continued use of older, unattractive course-books and readers, despite heartening developments in this field. Some older courses do try to combine topicalities with intensive 'O' level training and grammar; one of the oldest has updated its material and illustrations and, at least in Book 3, faces up to some aspects of contemporary German life like *Ostflüchtlinge* and the East-West situation; a more recent course reverts to an unlikely family and situations, with poor illustrations, confusing grammar explanations and unproductive drills.

Several schools in most areas are tackling the Nuffield Course *Vorwärts* or welcome the scope offered by BBC courses like *Frisch Begonnen*, which are conversation-based, drill-backed, and use tapes and visual cues by means of drawn sequences on slides and film-strips. Such courses are the outcome of team-efforts by psychologists, artists and testing experts. Use is also made of supplementary material such as the BBC radio and television broadcasts and pamphlets, and individual magazines from Mary Glasgow Publications, such as *Los*, *Das Rad*, *Der Roller* and *Schuss*. Other publishers have produced courses geared to new approaches and requirements, often with additional audio-visual material, albeit using fictional settings; others base their episodes in towns like Essen or Hamburg. A steady flow of attractive, if involved and expensive courses (with all kinds of addenda like glossaries, teacher's notes, pupils' workbooks, tapes, slides and cards) comes direct from Germany from the Heuber Verlag, which certainly furnishes the eager student-teacher with ideas though not with clues how to adapt them to the usual classroom situation.

Nevertheless, at least according to one contributor in *treffpunkt* in 1974,¹ the picture of Germany and the Germans that emerges from many of these books is never seen complete but only in jigsaw-puzzle pieces and still reflects some old English attitudes. The Germans are seen as scientific, industrial and industrious, tall, blond and blue-eyed. Family life is exclusively middle-class, with the wife at home and the children at grammar school, well-behaved and diligent and often heading for university, free from problems of *Staatsexamen* and *Numerus Clausus*. The home, usually a flat, is tidy and well-run; if in the country, life is quite Arcadian. Both types are usually located in the down-to-earth Protestant north, while glimpses of the south show a romanticised Heidelberg, Stuttgart or München. Social life is imbued with superficial politeness; parents listen to symphony concerts while children read or occasionally play games; family outings are usually to the theatre, seaside or for picnics in the mountains. If the outside world does impinge, it is in the form of comic or sinister policemen and full of Krimi thrills. If Father reads a newspaper, its title or message is not revealed, and politics never occur, while references to history go back to *der alte Fritz* and the DDR is mentioned but rarely, and then dismissively, as drab and *fremd*.

A more realistic image emerges from the many readers which are now appearing,² for all age groups. There are mini-booklets for individual reading: even in the first year of German a child could finish one of them in a lesson and gain an encouraging sense of achievement. The stories are amusing, topical, well illustrated and with teenage appeal. For slightly older children there are collections of tales and playlets, often Krimis or adventures involving East-West tensions, or authentic accounts of visits to or from Germany with situations and generation problems similar to their own. There are series of slightly abridged and simplified stories by Kästner, Böll, Lenz or Schnurre which are an excellent bridge over the vast gap between the language and standards of the 'O' and 'A' level courses, and give those pupils who drop German at sixteen a taste of what the contemporary language is really like. However, these readers are not widely used owing to pressure of time and lack of funds.

A recent CILT publication³ lists some 68 firms and distributors which make available the following:

- Films, film-strips and film loops on cultural, linguistic and documentary subjects.
- Slides and transparencies for overhead projection, including political topics and maps.
- Vision/sound, tapes and cassettes, including language and pronunciation drills, poetry, drama and folksongs.

¹ Johnson, Jeffrey, 'Stereotypes in English textbooks of German', *treffpunkt* 6,2, Spring 1974, pp: 7-14.

² See CILT Teaching Materials List 7.6, *German readers*.

³ Information Guide 5: *Sources of visual and audio aids*.

—Maps, wall pictures and charts; also miscellaneous items including card and box games, toy money, post office, clocks and flashcards.

Apart from course books and readers, there are books on life and institutions in German-speaking countries as aids to linguo-cultural studies at most levels. Suppliers include commercial and specialist publishers, the embassies and cultural institutes of Federal Germany, Austria and Switzerland: BBC Enterprises, and various film distributors. Many are available at minimal or no charge and are therefore in constant demand.

Language laboratories exist in quite a large proportion of secondary schools: in one area 31 out of 49 schools have them: in the two GLC areas the proportion is about six out of ten. Aveley, Cybervox or Bang & Olufsen are the systems most widely used. However, they are not always available for the teaching of German, since the first language in most schools, French, takes priority. In any case, many teachers are reluctant to use one of the few weekly periods in the lab, especially if no adequate material is provided. Indeed, unless the equipment is backed by a technical assistant and adequate funds for suitable tapes are available, language labs and other electronic aids turn out to be just another burden for the teacher.

The number of booths in the language laboratories varies between 32, 20 and 16. According to a survey in Wales, of the 25 labs available, eight were not used for teaching German, either because the course is based on traditional teaching methods or through lack of time. When a class had to be split, because there were only sixteen booths, the Assistant was not always available to be in charge of the remainder of pupils in the classroom.

As to other equipment, the teacher may be able to borrow a tape-recorder or slide projector, but few schools have an adequately equipped language room, with display boards or other illustrative material to make the wider implications of language learning attractive. Too often a room set aside for German is no more than a meeting place for classes and a storage space for textbooks. More frequently, both teachers and pupils have to travel from room to room, carrying sets of textbooks and other equipment with them.

Thus the teacher of German relies heavily on the Assistant for supplementary materials such as theatre tickets, programmes and posters, teenage magazines, newspapers and other *Realien*, as well as for conversation practice. This last usually entails taking small groups of pupils out of the class while more formal work is going on, thereby losing the continuity—unless the Assistant is prepared to have sessions before school or during the lunch-hour. There are many excellent notions on how to collaborate with the Assistant to the best advantage of teacher and pupil alike; often, however, he is shared with another school, and so can only concentrate on conversations and drills geared to 'O' and 'A' level requirements. He is usually very skilled, resourceful, conscientious and helpful, often in the face of considerable discouragements.

The other side of the argument that language learning almost automatically provides contact with another country is that such contact must be sought, by means of visits and exchanges between pupils and schools, even in term time and for longer periods than the customary two or three weeks. Too often their only contact with a German person is the Assistent, whose work may, however, be concentrated on small conversation groups in the examination classes, setting and marking sixth form work. A few of them are able to enter into the general life of the school and can devise play productions, shows and outings or other methods to broaden their pupils' experience of their own country. It is a waste of valuable resources if the Assistent works with no supervision and is left to his own devices.

Problems and prospects

Whether taught under ideal or poor conditions, what becomes of our promising linguists? Many girls who study German after 'A' level do so in the hope of a glamorous career as a courier or air hostess, a job where they can travel abroad. A few train as secretaries for international firms, industries or banks, although the general view of industry is that it would be 'messy'. A few again become teachers, others go to university to put off for another three or four years the need to choose a career at all. Fewer boys proceed with German studies for their own sake and then it is often with European Studies, leading to the EEC or Civil Service, in mind.

Many, it must be admitted, take 'A' level German solely in order to make up a third subject—having got a sufficiently good grade in 'O' level—to enable them to enter University. As a higher education subject, German is seen as having low career or personal relevance; there is still no great interest in the cultural aspects of German studies for their own sake, and relatively few head teachers are Germanists, compared with the many who are historians, scientists or mathematicians. Other arts subjects appear easier as there seems to be more continuity in content and teaching methods from 'O' to 'A' level. Furthermore, economic considerations make many head teachers unwilling to allocate a teacher eight periods a week teaching two or three pupils 'A' level German when he could be teaching two lower-stream classes of 35 how to read and write. Moreover, the larger variety of attractive options in the sixth form persuades many promising linguists to drop German.

With Britain's entry into the EEC, hopes for a while ran higher in pupils and teachers alike that British industry would now need more trained linguists in order to expand trade and improve international contacts, but there is still no concerted national view as to what modern language provision there should be. The labour flow from Britain to the Continent is not great, so that there is still no incentive for the less able pupil to persevere with his German conversation. Even the more able pupils usually leave school with good grades but unable to write a letter applying for a job in German, even if they have been able to decipher the insert advertising it in a German newspaper. Careers Officers have been known to dissuade pupils from further German studies because of their

uselessness, and any realistic teacher feels moved to say to those asking for a career where they can use their languages: learn another skill or gain different work experience first.

These attitudes are reflected in the increasing shortage of German specialist teachers in some schools and a shortage of specialist German posts in others. This might seem to encourage some authorities well-advanced in their comprehensive reorganisation of selective schools to phase out any foreign language—especially if establishing groups of core subjects—let alone a second language like German. Particularly with large classes of lower-ability pupils, some schools are introducing or substituting inter-disciplinary or European studies. In theory this could mean that geography is taught in German or history in French; in practice these studies are more often approached through English, by means of group and project work. The resulting 'survival kit' in German, however, rarely equips even pupils of high linguistic ability to, say, state their tyre pressure at an *Autobahn Raststätte*.

In fact grave concern has already been expressed at the lack of an overall policy or well-defined aims for the teaching of languages to the large areas within both purpose-built or re-organised comprehensive schools. No realistic study has been attempted of the problems of teaching foreign languages to pupils unsuited to an 'O' level course. Fundamental issues such as children's linguistic needs, teaching objectives and methods, or course content have been insufficiently researched. Despite some advances by individual publishers there is as yet no viable project to produce suitable teaching materials for such pupils; the splendid promise found in Book One of some of the new courses is not always followed up in Book Two as and when this appears.

As a result, many teachers confronted with less able classes tend to simplify existing materials and methods, or undertake the enormous task of producing an unbroken supply of home-made teaching materials. Even if the latter are available, from whatever source, the teacher of German will rarely find wall-space or other display areas, even in an ostensibly well-equipped language unit or block, and it may be that the provision of such space should take priority over a language laboratory, unless this in turn is equipped with suitable materials for teaching German at this level. On the other hand, it might be possible to call on such teachers as have already expended time and ingenuity on devising material beyond a day-to-day sequence of separate work units of varying lengths to combine to work towards a sequential course with cross-references, built-in regular revision of structures and lexical items.

The shift of emphasis on to oral work in sixteen plus examinations is welcomed, in principle at any rate, by many language teachers, especially those preparing classes for CSE, where many pupils produce poor-written work even in their own language. However, oral practice is exhausting, requiring of the teacher the resource and mental agility to operate within the limits of the pupils' knowledge, so that oral work tends to get inadequate attention at the very time when the examination syllabus places it at a premium, especially where classes

consist of many more pupils than the maximum of fifteen to make oral practice effective.

With the suggestion that, as an interim measure at any rate, head teachers should be urged to limit the number of lower-ability pupils tackling a second foreign language, arises the whole question of diversification and hence broadening of the pupils' experience in this field. With growing European awareness it would seem a retrograde step to confine this to one country alone—France; in view of increased ease of foreign travel the argument that it is the first and possibly only country that such pupils are likely to encounter has lost relevance.

The need for continuity in language learning cannot be over-stressed and pupils should not be encouraged, perhaps by an enticing range of options, to pick up or drop a second language at any time. Once again serious consideration of German as an alternative *first* language in secondary schools seems called for. If a pupil leaves school five years later with some command of *one* modern language, he will have achieved more than many pupils who have been allowed to dabble in two or even three languages will ever achieve.

2. A regional view

R Sheppard and G Turner

University of East Anglia

This paper was originally published in the journal of the Association of Teachers of German, treffpunkt (VII, 1-2, Summer/Autumn 1975) under the title 'The situation of German in English schools: some provisional hypotheses'. It was submitted to the colloquium by B A Rowley.

The following attempt to analyse the state of German in English schools is the outcome of conversations held between German teachers in the School of European Studies at the University of East Anglia and teachers in schools of the region. We regard the findings below as provisional.

The interest in pre 'O' level German

There is a genuine interest in pre 'O' level German:

- Among pupils aged thirteen to sixteen.
- Among slightly older students in technical colleges doing, say, secretarial courses.
- Among adults looking for evening classes.

This interest is strong enough to take a significant number of students to CSE or 'O' level. It has four roots:

- A belief that German is a useful ancillary language for, say, would-be scientists or businessmen.⁴
- A wish to use German on holiday.
- An attraction to the robust image which Germany apparently has in the minds of younger school students.
- A desire to learn a language other than French.

Pressures which hinder the fostering of this interest

Timetabling difficulties. It is often hard to draw up a time-table which gives enough appropriately spaced periods to German.

⁴ See *THES*, No 155, 4.10.74, p. 6.

Head-magisterial policy and interest. If a Head is not interested in languages, German will be given low priority. Some Heads feel that it is enough to teach one language. Given primary school trends, this is likely to be French. We were told that of 70 secondary schools in Norfolk, 27 teach German and of these, only sixteen teach German as the first foreign language.

Three-tier comprehensivisation. Small middle schools cannot normally afford German specialists.

The diminution of interest in German beyond 'O' level

Despite the genuine interest in German up to 'O' level, pupils are often disinclined to pursue the study further. This is partly the consequence of the image which the advanced study of German has acquired. There is a discrepancy between the way in which a thirteen year old sees the study of elementary German and the way in which a sixteen year old sees advanced study.

In the view of the latter kind of pupil:

- post 'O' level German has a low career-relevance. (This consideration is becoming more important in the present economic situation.)
- post 'O' level German, despite the literary component, has low personal relevance. (Thus, a student seeking for high personal relevance will probably look towards English or Sociology.)
- post 'O' level German, especially since it is not taught audio-visually, is considered a 'hard' subject. (Recent research done in Lancashire suggests a general move in schools away from 'hard' subjects.)⁵
- post 'O' level German now has a low status within our culture. (In contrast, History and English have a high status and the feeling of their intrinsic worth will motivate people to pursue these subjects beyond 'O' level even though their personal or career-relevance may not be directly perceived. Recent research on the subjects studied by head teachers at university tends to confirm this. Relatively few head teachers are modern linguists; relatively many are historians or erstwhile students of English literature.)
- it is easier to pass and get better 'A' level grades in other Arts subjects. Teachers seem also to feel that the 'A' level German syllabus is too demanding relative to other 'A' level subjects and that, for reasons beyond their control, the 'A' level exam no longer reflects the way in which German is taught and learnt. In the view of some teachers this may indicate a lack of appropriate textbooks. The situation is worsened by the gap between the predominantly audio-lingual study of German up to 'O' level and the more academic study of German which 'A' level German requires: 'A' level teachers find that they have to spend more time teaching basic grammatical skills formerly acquired before 'O' level and the formal grammar which is no longer taught in English lessons.

⁵ See *THES* No 161, 15.11 74, p. 4.

Other, objective factors can also dissuade students from pursuing German to 'A' level:

- Economic considerations. In large urban comprehensives which are short-staffed and short of money, a Head may be willing for modern language teachers to teach largish German groups up to 'O' level, but unwilling for them to teach small groups beyond. If it is a choice between employing a teacher to teach the bottom streams to read and write and employing a teacher to take two or three candidates up to 'A' level German, a Head is, very understandably, almost bound to opt for the former alternative.
- Three-tier comprehensivisation. If German is not taught in middle schools, it is highly unlikely to be taught in the high schools which these serve. Where existing schools are comprehensivised in this manner, German may well die out even though it was taught successfully before in the grammar school.
- In the past, modern languages at sixth-form level had to compete with three or four other set options. Now, the sixth forms offer a larger number of options. It is thus often possible to combine more 'A' level subjects in a larger number of ways. Thus German, already a low-priority subject, has to compete with more subjects for the students' commitment.
- It appears that throughout Europe a core syllabus is beginning to appear in schools, consisting of subjects which everyone 'ought to study'. This will include one modern language. Thus in Germany French seems to be going the way of German in this country.
- European career-thinking does not seem to have permeated schools to any extent. It does not seem to be realised that a knowledge of two foreign languages may open up job possibilities on the Continent.
- We hear isolated stories about careers advisers dissuading school students from the post 'O' level study of languages on the grounds of their uselessness.
- Anti-European attitudes on the part of parents.

The advanced study of German is not in a completely unique position; what has been said of German above could well be said of other subjects. German does, however, seem to be affected more intensely by a larger number of adverse factors than other subjects, with the exception, of course, of Italian, Russian and Spanish.

At present, the situation of French is safeguarded by its place in the notional 'core syllabus' and the fact that nearly three times more people take it at 'A' level than take German. We should not assume, however, that its future, especially in universities which teach it as a traditional liberal arts subject, will be entirely unproblematic.

German teachers who by sheer ability and enthusiasm create a demand for German in their schools are having to fight much harder than many of their colleagues in other subjects. When a good teacher of German leaves a school, there is no certainty that his work will be continued.

Until European career-thinking makes its way into schools, the prospect of university departments of German is not bright. More established departments will probably be able to keep their numbers up even if they have to drop their entrance requirements. Less established departments can expect a decline both in terms of quantity and quality. If a demand for German grows up again, it seems likely in view of present trends that it will, except in special cases, be for courses in which German is combined with another language or subject and which are more career-oriented than the traditional courses.

⁶ Report on the new Manchester Mod. Langs./Law Degree, *THES* No 153, 20.9.74, p. 4.

3. As the teacher-trainer sees them

Alan Hornsey
*University of London
Institute of Education*

During my visits to some 500 different schools in the last eight years I have heard a number of points of view expressed on the situation of German. I am unable to assess the accuracy of the views expressed, nor am I in a position to produce a blueprint of a master plan for improvement. I propose therefore simply to list criticism and then to offer some of the solutions which might have some value.

The subject

Courses in schools are frequently too short: two years to 'O' level, three to 'A' level. The groundwork is inadequate. I note that a number of the students who have degrees in German have passable French, the French graduates have retained little or nothing of their German.

The case-structure of the language provides a too-easy similarity with Latin and what ought to be a living language takes on the accoutrements of a dead one. Only about one in ten of my students reports that his German lessons at school were conducted largely in the foreign language.

There appears to be too great an emphasis at both school and university on the classics. My students can talk at length about Lessing or Herder but frequently have little even elementary knowledge of the geography of Germany.

The primary school French experiment has apparently made it difficult to offer any language other than French to eleven year olds.

It is frequently claimed that 'O' level German is more difficult than 'O' level French. There certainly seems to be no difference in what is expected, even though German courses are usually shorter.

Ever increasing comprehensivisation seems to be spreading more and more thinly the number of children who are able to cope with more than one foreign language. There seems to be some sign that the comprehensive schools are actually offering a more limited choice of language options.

At a time when some educationalists are challenging the right of any foreign language to have a place in the school curriculum, it sometimes seems almost improper to suggest that some children might learn two or more languages.

The teachers

Political problems up to 1945 led to many German-speaking people coming to live in Britain. They have until recently been allowed to teach German without training for the job and inevitably are less aware of the problems of the learner because they have not had to learn the language 'artificially'.

German teachers are acutely aware of their need to know Germany. At the same time they are finding it increasingly more expensive to go there.

The culture

English has high status in Germany and Germans seem keen to learn it. They seem less keen to promote the interests of their own language. It appears that there are German assistants who practise their English on their English sixth-formers, and that there are German families who find it hard to believe that the English exchange pupil who is staying with them actually wants to hear and try to speak German.

The German teacher has an uphill struggle against the media in England. There seems to be a perverse desire to perpetuate war images. German assistants complain bitterly about the image of Germans which television and the cinema project. Even serious reviewers, book critics and the like persist in using 'Teutonic' (or 'Germanic') to mean 'ponderous' or 'humourless'. In academic circles I find an antipathy (usually based on ignorance) to German literature.

The practical

There are a lot of French teachers about; not enough at present, it seems, but enough to make head teachers look upon French as a safe bet. They avoid German (or Russian to an even greater extent) because they fear that if the teacher leaves they might not get a replacement. They fear too that if a pupil who has been doing German leaves his school he will move to an area where German is not taught.

What is to be done?

My thirteen points need to be subjected to careful investigation. Some of them might be products of popular mythology.

'O' level Boards need to be approached. My guess is that they would be sympathetic to the idea of setting papers which are just as rigorous as before but which tested the language on a much narrower front.

'A' level examinations could reduce the level of Culture and increase the amount of culture. At this level an intelligent study of the language of a selection of German magazines—*Brigitte*, *Freundin*—could play as important a role as a study of *Maria Stuart*. An image of Germans as *normal* rather than *erhaben*

would do no harm. All the appropriate agencies could make a determined effort to let Germany 'live' for the learner in school.

Some universities might be encouraged to run degree courses for *able linguists* starting from a base of 'O' level. This would offer an opening for children whose school simply cannot or will not offer 'A' level German because numbers are too small. It would also assuage university fears that their sources of students are about to dry up.

Germanists need to be on their guard against those who are now trying to have the NFER report on primary French⁷ ignored. As long as French continues in the primary schools the other languages will be endangered.

Germanists should encourage the idea of regional language policies designed to ensure that any child living in or moving to an area of the country will be able to choose or continue to learn the European language of his choice.

Ways and means of encouraging, increasing and subsidising study visits to Germany by teachers of German should be investigated. Perhaps German agencies could be persuaded that this would be money well spent.

It could be in the interests of German teachers if a new examination system made sixth-form studies less specialised. Scientists, historians and others would then do a language (perhaps German) to 'N' or 'F' level.

⁷ Burstall, C, and others, *Primary French in the balance* NFER, 1975.

4. Problems of organisation Jean Campbell

*Modern Language Association:
German Section (ATG)*

Any discussion of the possible place of German must take account of the organisational problems resultant on the formation of comprehensive schools; moreover, German cannot usefully be considered *in vacuo* but only in the context of the whole curriculum. The following are the sort of questions that arise for schools in a two-tier comprehensive system; many of them are equally relevant to other forms of school organisation.

The wish to provide a common curriculum in the lower tier school may have as a concomitant the wish to have heterogeneous classes for all subjects. When this happens, can some classes take up German as a second foreign language and not others?

Where there is a common curriculum and heterogeneous classes accompanied by a reluctance to assess the progress of pupils by testing, but still a wish to offer a second foreign language on a limited scale, how is the composition of the German class(es) to be decided?

Where there is a common curriculum and the timetable makes no provision for a second foreign language in its own right, where does the time come from and in which year does German start?

In a six-form entry lower tier school a German specialist is an unlikely member of the modern language department. Who teaches German in these circumstances?

Continuity of teacher in a short course is advisable. How feasible is this in a two-tier system?

Coordination of work in a two-tier system is essential. Does agreement on a textbook solve this problem?

A two-tier system may provide a subject options scheme on transfer. How does this affect a subject that has already been an option for some pupils?

In the upper tier school numbers of pupils opting for German may not be sufficient to provide more than one class. Can a teacher successfully teach for GCE and CSE within the one group?

Transfer in a two-tier system may cause an academic breach difficult to repair in less than half a term. This set-back, plus others the pupils may have experienced,

may adversely affect examination performance in year five. Can any ensuing 'A' level study of German be of sufficiently high standard to lead to the higher grades in the examination?

A two-tier system may fail to supply a secure teaching framework for the second foreign language. When this occurs:

- (a) What is the likelihood of a sixth-former faced with such an uphill struggle to an 'A' level pass wanting to continue with the study of German at tertiary level?
- (b) What is the likelihood of a sixth-former, having chosen to continue studying German, arriving at a institution with an insufficient and/or unreliable knowledge of German?

If a two-tier system proves so uncondusive to successful second foreign language learning that 'A' level German classes shrink to one or two pupils, what is the likelihood of German being cut out of the curriculum of an upper tier school altogether as uneconomic?

5. An LEA perspective

DM Sidwell

Leicestershire

Beginning to provide for second language learning presents LEAs with a number of problems. Some of these are organisational, some due to attitudes, some financial. The problems vary with the type of school: in middle schools, for example, they differ from those in the all-through school. In Leicestershire we shall shortly be fully comprehensive; I therefore propose to look at the question of language provision from the comprehensive school point of view.

The problems

The relative fall in entries for GCE 'O' and 'A' levels in foreign languages over the past few years has gone hand in hand with the comprehensivisation of schools. Although I know of no clear evidence that the latter has caused a decline in second language learning, it remains a fact that the two processes have gone on together. Comprehensivisation usually means mixed schools, and as the NFER report⁸ makes clear, there is less interest in language learning among boys in mixed schools than in single sex schools. There are also more subjects with new weightings in the curriculum, so that pupils who would not have had much access to, say, design or drama in a traditional grammar school are now offered a broader choice. The internal organisation of a school follows, however faultingly, the social and educational philosophy of those responsible for it. In a comprehensive school languages pose a progressively greater problem as the increasing demand for a common core curriculum becomes translated into the organisation of the timetable. This process is moving up the schools. It is fairly easy for a department to teach a foreign language to all pupils up to the end of the third year, but above that level there must be differentiation, and in languages, at least, the idea of a common core collapses. While some schools opt for streaming, often based on language ability, this is becoming less favoured generally, so the problem arises as to what can be set against the foreign language. Too often the result is a sheep and goats situation, which militates against a truly comprehensive experience.

The timetabling of a second foreign language can be even more difficult. In comprehensive schools groups are often small and are set against subjects such as design, which require long periods of study once or twice a week. Such organisational problems can discourage language learning. Option systems are

⁸ Burstall, C. and others, *Primary French in the balance*, NFER, 1975.

crucial to the survival of second foreign languages; in my own Authority it is illuminating to examine these systems to see how they either promote or practically eliminate a second foreign language.

The latter process is self-perpetuating, since when provision has shrunk for external reasons, it may be alleged that demand has decreased so much that courses cannot be mounted. This has further repercussions on staff, who have to devote their time to teaching other subjects, thus wasting comparatively rare skills.

As a background to such factors influencing language provision is a discernible trend away from 'hard subjects' to those which can be experienced through discussion and which are more personally expressed.

As for our own attitudes, it is our happy misfortune that ours should be the *lingua franca* of so much of the world, so that foreign languages have never been an important part of the curriculum for the *whole* school population, and the reasons for learning French have been as much as anything a reflection of our complex system of social classes. Languages have to live now in a world of relevant subjects—subjects relevant personally as well as in careers—and sometimes the practically minded do not feel the relevance of language study. These attitudes are reflected in many course books, where the vocabulary and content have until recently been related more to *divertissements* than to life itself. The elitist tag is still very much there, and examinations have tended to perpetuate this by their content, particularly at 'A' level.

The financial problems are now becoming more obvious and acute. Modern language courses and the equipment they require are much more expensive than they used to be. Staffing cuts also mean that Heads understandably look at group sizes more critically in relation to teacher time and use across the whole school.

Some possible solutions

These, then, are some of the problems. Before attempting to find solutions, we need to answer the question: *Why should we promote second languages?* Career advisers, leaning on the York Report⁹ and the DES information sheet¹⁰, rightly point out that languages are an ancillary skill rather than a principal qualification. We know that of the thousands who begin only a few become reasonably competent.

⁹ Emmens, Hawkins and Westoby, *Foreign languages in industry and commerce*, Language Teaching Centre, University of York, 1975.

¹⁰ DES, *Information sheet for School Leavers: Languages and Work*, 1974 HMSO, 1974.

The answer is, I think, to imagine what would occur if we took it all away. We would in fact lose a great body of people in our society who have acquired through their language learning a measure of connectedness with other cultures. Language teachers personify this. This is no more quantifiable than the value of doing, say, history, but it is just as important. Practically also some language possession eases personal and commercial intercourse—of prime importance to us now. We need a manpower of some depth in our society able to function to some degree in German as much as in French. The foreign language must therefore come to be seen as a means and not, as has traditionally been the case, an end.

Degree courses which have languages as an integral part, with economics, politics etc are welcome. It is perhaps time that this filtered down to 'A' levels, where we still have the concept of the course involving literature. It should, however, be possible for some sixth form students to do the language component *only* of a modern languages 'A' level and sit that part *only* of the examination. This would leave time to do three 'A' levels plus a language, with meaningful certification at the end. 'A' level groups in schools would then be larger for some two thirds of their time and could be composed in part of students who have started in year four and missed 'O' level altogether. The proposed 'N' and 'F' examination might of course provide such opportunities.

The second way in which language learning can be fostered, this time by LEA's, is by the creation of resources around the culture and language and by establishing contacts abroad. In Leicestershire we are now creating contacts with the Saarland, having already extensive contacts with northern France. Such activities should be seen in the context of general international education. The motivation which such visits bring is clear, and teachers want this element. We must encourage travel, not as a holiday frill but as the workshop of much of the curriculum. These elements are crucial to promoting language learning; the curriculum today is based on a perceived relevance. Such activities need not be restricted to school level—they should include opportunities for adults to travel and meet adult groups from abroad. These are, after all, the parents of learners in school. This is important also because the majority of our language learners are girls and the majority of our teachers women. This reflects a social attitude; in Mexico, by contrast, language learning is regarded as a masculine pursuit. The Englishman must see to believe the need to learn a foreign language.

Thirdly, it may be necessary to look more closely at second and third language provision in urban areas particularly. I believe that a comprehensive school must have more than 1500 pupils in order to support more than two foreign languages, and as most of our schools are below this level the co-operation of Heads must be sought in the creation of a regional second language policy which zones the provision. Too often schools overstretch themselves and one language may drive out another, involving heavy wastage of investment and, more importantly, of teaching skills.

Fourthly, schools need to exercise imagination in constructing option systems. Sometimes a masculine/feminine division is clearly discernible, for example,

when a mixed school system of options will comprise subjects for which only boys traditionally opt. If candidates for secondary foreign languages are carefully selected—an essential to prevent wastage—they deserve an appropriate timetable. It is possible for a languages timetable to be superimposed on an existing timetable so that learners are withdrawn from other lessons, as has happened traditionally for music. Schools with a second foreign language should be warned of the dangers of bringing in a third without adequate planning. To spend 25 per cent of study time, which is what two foreign languages represent, can only be justified for the most motivated students, and selection for this must be done carefully. The current tendency is to have only one foreign language in the core curriculum, which conflicts somewhat with the tradition of the grammar school, from which subjects now considered relevant were excluded. The alternative, in order to provide an adequate number of learners, is for different schools to offer different first languages.

Introducing German as a first language in more schools is attractive. There is an increasing shortage of French teachers and parents seem happy in general, to have German as first language. There are various models for this: (i) German for all, with French option in year three or four; (ii) German alternating with French with each year's entry; (iii) a vertical split, with option interchange at year three or four. Each of these has advantages and disadvantages; (ii) means unused books every other year; (iii) requires a comprehensive school of at least ten form entry, and neither may easily produce enough 'A' level candidates each year.

Lastly, we should not forget the further education provision in which languages courses for business people can be provided as well as the normal evening language courses. Day courses for secretaries etc could well include a language element.

6. The adviser's view

Keith Emmans

*National Association
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(NALA)*

NALA has no statistical information available other than through the DES and such published sources. Therefore the following points are based on discussions with a limited number of local authority language advisers.

German in the secondary school (and German is almost entirely confined to secondary schools) is usually seen by headteachers—who design their schools' curriculum—as part of Modern Languages, which are generally included in the curriculum on broad educational grounds.

The initial effect of primary French and the introduction of comprehensive education has tended to reinforce the hegemony of French as the main or only foreign language taught. However, relatively early on in the primary French experiment, when it was realised that primary French was not increasing the number of foreign languages taught in the secondary school but reducing them to one—viz French, regional conferences were convened to counteract this, and with some success.

German has remained to a large extent an elite language—taught to pupils who have already shown linguistic promise through successfully learning a first foreign language—and has remained so for longer than French or Spanish. German was and still is to a considerable extent considered as a second foreign language which is to be learnt in a short course frequently leading to 'O' level.

Are there signs of change? With the end of the primary French experiment and the limitation of resources available in the current financial situation it is unlikely that there will be a dramatic increase in French being taught in primary schools. From a straw poll conducted among a number of NALA colleagues, I have the impression that in most authorities the position of German is either stable or there is a definite *increase* in the amount of German taught.

German has in some instances become a possible first foreign language and it is being taught to a wider range of pupils than before. This has been helped by the provision of suitable courses eg Nuffield/Schools Council *Vorwärts* and suitable Mode 1 CSE examinations.

To a child in the north of England German certainly presents fewer phonological difficulties than French, and Germany seems psychologically nearer to the north of England than does France—although it may not be physically any nearer.

The increased interest in German has brought with it increased problems: the *Pädagogischer Austauschdienst* has not been able to satisfy the increased requests for German language assistants in schools.

The results of the York University survey of foreign languages in commerce and industry¹¹ seemed to indicate that the relative importance of German as opposed to other European languages taught in the UK had increased.

Now that the UK has decided to stay in the EEC, and with the comparative strength of the Federal German economy providing an attraction to both firms and workers, more UK citizens are working in Germany and the need to learn German is becoming more apparent.

The advent of European Studies—a European awareness and the fact that World War Two ended over thirty years ago—has increased interest in Germany. One cannot avoid a sad note here: British TV seems to find rerunning the last war—through films or programmes such as *Colditz*—a necessary part of entertainment. This gives an entirely erroneous picture of the Federal Republic of Germany; I would strongly support any initiatives to increase dissemination of information through TV about modern Germany. *Kontakte* and *Reportage* are steps in the right direction.

¹¹ Emmans, Hawkins and Westoby *op cit*.

Section two: Higher education

7. The universities

John L Flood

*Conference of University
Teachers of German in
Great Britain and Ireland*

The Conference of University Teachers of German in Great Britain and Ireland (hereafter referred to as 'the Conference') is an informal organisation, membership of which has hitherto been automatic for all full-time teachers of German and related subjects of the grade of Assistant Lecturer (or equivalent) and above in the universities of the United Kingdom and the Republic of Ireland. Membership currently totals 506. This figure includes 34 retired members, 16 members in the Irish Republic, and 39 'Guest Members' in Dutch, Scandinavian Studies, and Comparative Literature. This leaves 417 members actively teaching German full time at 55 university institutions in the United Kingdom. Since the Conference, whose activities focus on its Annual Meeting, is an informal body it has no 'official policy' or 'line' other than to promote the interests of the subject. It should therefore be emphasised that any opinions expressed in this paper are my own and in no way represent the official view of the Conference, although it is my belief that a majority of the membership would endorse them.

The emphasis in this paper will not be on the joys of teaching German at university level but on some of the principal problems with which those engaged in the profession see themselves faced at the present time.

German in schools

Since most university students of German receive their first instruction in the language at school, members of the Conference take a keen interest in what is happening in secondary education. Considerable concern has been expressed over the following points:

- Although there is widespread interest in German up to 'O' level, there is evidence that comprehensivisation and headmagisterial policy militate against it.
- Post 'O' level German is felt in some quarters to be a 'hard' subject with 'low career-relevance'. European career thinking does not seem to have permeated the schools to any great extent.
- German already has to compete with more subjects in the sixth form than it did, say, ten years ago. Furthermore, throughout Europe there appears to be a trend towards a 'core' syllabus in schools; this will include only one foreign language, and in Britain this is likely to be French.

- How far can an 'A' level German course serve a general educational purpose and at the same time be a preparation for the study of German at a university?
- Among individual features in 'A' level syllabuses which fill some university teachers with unease are:
 - (i) the disparity in the percentage of marks allocated by different Boards to specific exercises (eg the total marks for translation and composition vary between 17.5 and 45 per cent)
 - (ii) the prospect of the introduction of the 'multiple choice' type of comprehension test.

One of the positive results of the Colloquium so far has been that plans are in active preparation for a joint meeting of representatives of the Association of Teachers of German and the Conference of University Teachers of German to discuss problems of mutual concern, particularly those relating to school examinations and university entrance. It is likely that representatives of other sectors of higher and further education will be invited to participate.

Undergraduate student numbers

The fate of German in the schools will clearly have a direct bearing on what will happen in university German departments. It is no consolation to learn that the total number of GCE entries is increasing when the entries for 'A' level German, though relatively stable numerically, constitute an ever dwindling proportion of the whole. Many 'A' level German candidates will not go on to university to read the subject, and among those who do a large proportion will elect for 'applied German' courses (which are also offered at polytechnics), thus starving the traditional 'language and literature' courses of students. On the whole, the number of students reading German for a university degree has until recently been fairly stable. According to *Statistics of education* (HMSO), the number of full-time students so engaged between 1967 and 1972 was as follows:¹²

	1967	1968	1969	1970	1971	1972
German	1795	1810	1741	1749	1783	1810
French/German joint	1208	1292	1250	1258	1021	1059
French	3560	3555	3581	3525	3725	3583
<i>Total of above</i>	6563	6657	6572	6532	6529	6452
English	5899	6278	6680	6909	7298	7110

Whether the position can be maintained is, however, by no means certain.

¹² For further figures see Appendix 2.

The number of students reading for degrees in German represents an ever smaller proportion of the total undergraduate intake of the universities. Between 1968 and 1974 the number of first-year students reading German increased by nine per cent compared with nineteen per cent in 'Language, literature and area studies' generally and 23 per cent for all university courses taken together.

According to figures published in the *Times Higher Education Supplement* on 6 February 1976, the number of first year students admitted to universities to read German as their principal subject fell in October 1975 for the first time to below that of students reading for joint degrees in French and German, a combination which continues to gain in popularity. The figures were:

	1971	1972	1973	1974	1975
French	1220	1177	1171	1185	1113
French/German joint	331	381	405	503	532
German	570	541	492	505	474

University expansion

Whereas in 1960 there were only some 34 university German Departments, today there are nearly 60. Since the number of students is relatively stable, this must mean that the average intake has fallen. Some departments have been affected more badly than others. This is understandably a subject about which many colleagues are reluctant to talk. In a press advertisement issued on 3rd September 1974, UCCA declared German to be one of a number of subjects having 'more places than apparently suitable candidates'. It is evident that it would be hard to justify the establishment of any further Departments of German.

Course content

Until the early 1960s most university German courses were of the 'language and literature' type (mostly including medieval literature). Today (according to the *CRAC degree course guide* for German, 1975/76) 34 courses include medieval literature while 25 offer social, political or economic studies (at thirteen universities both are available). There has also been considerable growth in Combined Studies degrees involving German. The *CRAC guide* lists 72 different combinations (including German with Chinese, Scholastic Philosophy or Textile Technology). German/French is available practically everywhere, German/Italian at 27 institutions and German and English at 31. It is interesting to note that the number of men entrants to German/French courses has declined steadily from 300 in 1966 to 174 in 1972 while that of women entrants over the same period has increased (somewhat erratically) from 190 to 258. (During the same period the ratio of men to women students on single subject German courses has remained fairly constant at c. 1.2-2.3.)

Study abroad

Many courses include a compulsory year abroad either at a German (or Austrian) university or as a teaching assistant at a school. Unfavourable exchange rates have played havoc with British student grants; in some cases considerable hardship has been caused. Students going abroad as English assistants are financially better placed, but it is open to debate whether the experience of teaching in a German school is satisfactory as a component of a degree course in German. It is worth noting that universities are beginning to take seriously the problem of ensuring that intending assistants are adequately prepared for the work they will have to do.

Postgraduate studies

Taught courses These may be vocational (eg diplomas in conference interpreting) or 'pure' (usually one year full-time or two years part-time MA courses on linguistic or literary topics). No list giving full details of these courses is currently available; the Conference could provide a useful service by compiling one. There is almost certainly some unnecessary duplication of effort, but this is probably less wasteful than it sounds for these courses are run entirely with available staff resources. Furthermore, staff are usually very willing, indeed anxious, to gain experience of teaching at post-graduate level, although of course this does reduce time available for other activities, especially research. Finance for developing these courses, especially for maintenance grants for full-time students, is a serious problem. The profession would not wish to be accused of irresponsibility in these times of financial constraint but it would point out that this sector of postgraduate education does deserve a better deal.

Research Members of the Conference would support wholeheartedly the view of the Study Group on Postgraduate Education set up by the Committee of Vice-Chancellors and Principals that it is 'philistine' to assert that research in the Humanities should not receive public financial support as it has no immediate economic return (Report of June 1975, p 28). We would also endorse the following statement from the Report (p 5):

'... The traditional association between higher education and research is not merely a matter of history and convenience. If learning and scholarship are to survive, the first necessity is to provide for the future. Unless a sufficient proportion of the ablest young people can be attracted to the profession of learning, the universities will decay, and the intellectual life of the country will wither.'

There are no signs that the postgraduate study of German is in danger of withering or decaying. *Theses in progress 1975* (a joint publication of the Conference and the Institute of Germanic Studies, London) lists 347 items; of these 176 were on aspects of German literature from 1880 to the present day. Two students out of three are men (thus reversing the undergraduate sex ratio). From 1967 to 1972 (no later figures available) the number of full-time post-

graduates remained fairly stable at about 110. Since 1969 the number of part-time students (in each sex) has exceeded that of full-time students. In 1972 there were 156 part-time students. It is too early to draw any definite conclusions as to the effect of the trend towards part-time study on degree standards and quality of research.

Teaching staff and career prospects

The rapid expansion in the 1960s meant the appointment of large numbers of young scholars at or near the bottom of the Lecturer scale. Probably at no other time had there been so many openings for those desirous of an academic career. Most of these persons are still in post and, indeed, are likely to remain so for some considerable time to come. Analysis of the dates of birth of the 385 UK teachers in *Handbook of Germanists in Great Britain and Ireland 1974* (DAAD)—not a complete list but fully representative—shows the following distribution:

Date of birth	
Before 1906	15 (all retired)
1906–1915	43 (all to retire by 1980)
1916–1925	61
1926–1935	84
1936–1945	169
1946–	13

The majority of the 169 (c. 44 per cent) now aged 30 to 39 were appointed during the expansionist period.

Over-rapid expansion in higher education has, then, created the prospect of universities (especially Arts departments) staffed by old men in the year 2000. Furthermore, now that expansion has ceased and since the percentage of colleagues retiring each year is quite small, there is little mobility within the profession. The solution to this may lie in devising an exchange scheme to enable staff to circulate among the universities. But even such a scheme as this would not help those hopeful postgraduates seeking to join our ranks. For them the outlook is bleak in the extreme, for in the present financial situation even when a post does fall vacant there is no certainty that it will be filled. In October 1974 there were twelve new entrants to the profession—a turnover of less than three per cent; the October 1975 figure was ten, all of them men.

Lektorships

It used to be a widespread practice to encourage suitable postgraduates to spend a period as an English Lektor at a German-speaking university before embarking on an academic career in Britain. Such posts are becoming increasingly difficult to obtain. Among the reasons for this are

- German universities understandably often give preference to English specialists instead of to Germanists.

- Some universities (eg Göttingen) require Lektors to hold a doctorate, which effectively debars applications from the many British postgraduates who are registered for the M Phil, B Litt or M Litt degrees rather than for the PhD. Such posts are sometimes 'lost' to American or Australian PhD's.
- A number of Lektorships in Germany are in the hands of long-term appointees (some of whom had hoped—but have failed—to obtain posts to teach German at British universities). This is, therefore, another respect in which the lack of staff mobility will have serious consequences for the future of German here.

Publishing and book-prices

The high cost of labour and materials has had a most serious effect on academic publishing. Blackwell's *German Texts* series has been cut back; *Oxford German Studies* has ceased publication. Other series and periodicals depend on library subscriptions but these are having to be pruned back severely. The publication of research is a particularly difficult issue; offset litho is tending to replace traditional letterpress, and it is not inconceivable that before long some research papers will be published on microfilm or microfiche direct from manuscript. Repeated revaluation of the DM, devaluation and floating of the £ sterling, and sharp increases in book prices generally (but particularly in Germany) have dealt a heavy blow to the purchasing power of library funds. (A recently published important German *Festschrift* costs approximately £80!.) Booksellers are increasingly reluctant to import German books for which they are not assured of an immediate sale; this means that it is extremely difficult for university teachers to see new German publications before buying them for themselves or recommending them for their libraries. Because publishers' announcements are sometimes uninformative or even positively misleading one runs the risk of missing an important book or, alternatively, of buying an expensive pig in a poke. As for textbooks, some are so expensive for students (one that I use today costs three times what it did in 1970) that one feels bound to take the students' potential outlay seriously into account when devising a course, often to the detriment of the syllabus itself.

In an attempt to alleviate the problem of the inaccessibility of recent German academic publications the University of London Interim Library Resources Co-ordinating Committee's Subject Sub-committee on Germanic Languages and Literatures is hoping to make arrangements for an exhibition of such books to be shown in London and possibly in Edinburgh towards the end of 1976. The same Committee is also hoping to publish for the benefit of all who are professionally concerned with German language and literature a survey of relevant holdings in university libraries throughout the country. A pilot scheme is already in hand.

The present and the future

This brief survey has had to concentrate on German as a main subject for a degree course. It should not be forgotten, however, that German is studied in many other contexts in the universities. Considerable numbers of students take it as a subsidiary subject for one or, more often, two years. Science and engineering

students frequently take a course unit in German language or even in German literature. In my own department we are running five courses of German for musicians this year, and most universities offer courses in German for beginners. I have no figures to hand to show how many students are involved in these subsidiary and ancillary courses.

The state of German today is, then, not unhealthy. But there is no room for complacency. Vigilance is essential. It seems clear that if the best use is to be made (as it surely should) of the available resources of manpower, equipment and finance, serious attempts should be made to avoid unnecessary duplication of effort and to bring about a greater degree of co-operation between departments of German up and down the country. What is required is a greater exchange of information and more cooperation not only between universities but also between universities and polytechnics.

8. Polytechnics and similar institutions

Richard Oldnall
*Standing Conference of
Heads of Modern
Languages at Polytechnics
and other Colleges (SCHML)*

Those who were asked to contribute papers to this colloquium were given the brief of addressing themselves to the problems in and the prospects for the teaching of German in the United Kingdom. I feel a sense of responsibility in contributing on behalf of SCHML, but, although I would hope that the views expressed hereunder find the sympathy and meet with the agreement of my sponsors, they are not in any way a collective opinion. Nevertheless, I would hope to hear from my more immediate colleagues in the German teaching world that the problems I see are the ones which they see and that, whatever their individual context, they are of similar and disturbing significance to us all; certainly there is no disagreement that the problems are many and the prospects distinctly unpromising.

What is now commonly called the public sector of the binary system had its origins in a wide variety of distinct and separate institutions, previously known as technical colleges, colleges of technology, colleges of art and design, colleges of commerce, and latterly training colleges and colleges of education; if this list were a full one, which of course it does not claim to be, it would also include the term 'polytechnic', a designation of very different significance ten years ago compared with today. Indeed, it was just over ten years ago that our problems began to become generally evident when the Council for National Academic Awards was founded by Royal Charter in 1964. There must be no misunderstanding at this point: the founding of the Council and the conduct of its affairs thereafter in no way generated our problems, for these were endemic in an overall situation where colleges of the kind referred to above were teaching several modern foreign languages at differing levels covering a wide spectrum of special purposes; but the terms of the Council's Charter have quite certainly highlighted our problems, invested them often with a new significance and occasionally, unintentionally, exacerbated them.

In its Directory of First Degree Courses 1975, the Council tells us that it was founded to 'replace the former National Council for Technological Awards, with the authority to award degrees and other academic distinctions to students who satisfactorily complete courses approved by the Council in further education institutions which do not have the power to award their own degrees. . . By the terms of its charter the Council's degrees have to be, *and are*, comparable in standard to those awarded by universities in the UK. They are held as such by professional institutes, employers and universities for the purposes of professional membership, employment and entry to higher degrees, provided that they are obtained at the appropriate level'. The italicising of the words 'and are' is mine,

done in order both to draw attention to them and to express, I hope, a not too immodest endorsement of them, but the parenthesis itself is the Council's own and is unequivocally expressed as a statement of fact. Unfortunately, in the minds of many who are responsible for academic developments within the colleges and of many who are themselves teachers of German, the comparability of the end-product is valid only when there is comparability of entrance qualifications. Occasionally the colleges adjust their admission regulations, but it just will not suffice to make minor concessions and accept 'GCE 'A' level equivalence for GCE 'A' level performance: the stark fact is that, more than ten years after the Council's inception, in only two colleges is it possible to enrol for a Council single honours degree in German or German studies; and in one of those colleges the course did not attract sufficient intake for it to make a start this year. Nor may it be overlooked that even in combined honours degrees in modern languages validated by the Council—and there are eleven in all which offer German as one of the two constituent language elements—enrolment in German is very much less than in French and in some cases very little more than in the so-called 'minority languages' also available, in the forefront of which are Italian, Russian and Spanish.

The reason for this moderate to poor support for post 'A' level German studies in the colleges is not far to seek: there are simply not enough candidates coming forward with 'A' level or 'A' level equivalent qualifications. The *CILT Survey of curricula and performance in modern languages, 1971-72* gave valuable information in this context for those willing to appreciate its significance, and attention was specifically drawn to the matter during the SCHML conference at Wolverhampton last year; nevertheless there are still course architects and fellow practitioners within the polytechnics and the newly constituted centres of higher education who, with admirable stamina, persist in the wholly false belief that holders of a German 'A' level are available as required to join their courses when approved. In a situation of this kind the hands of CNAAs are tied, since its subject boards and panels may not express an opinion on recruitment problems—and this is as it should be—but it must and does judge course proposals entirely on their academic merits, seeks in them the basis of comparability on which the Council's terms of reference very properly insist and, if such a basis be found, must then ignore the reality of student supply, thereby serving unintentionally and unwillingly to compound the problems with which we are faced: another course receives academic approval and competition for that scarce resource, the student, intensifies.

Too great a demand for scarce resources always leads to increases in the prices paid for them and we should be aware that the high price we in our sector may have to pay could be that of redundancy. The situation today is made even more serious now that local authorities, desperately anxious to contain expenditure on education, are insisting on an early and inflexible application of staff-student ratios. It is all very well to complain that the schools are not supplying us with enough qualified students and that French occupies a privileged position; however well justified the complaint, making it does nothing to ease our problems. Indeed, envying the comparatively unassailable position in which our French

colleagues find themselves is in itself a damaging exercise: it would imply that we would wish the same position for ourselves as the only base from which to view the study of German in higher education, and that a better linguistic ability is inevitable after six to seven years language learning at school followed by three to four years undergraduate study; this is, of course the old, and in the opinion of many, threadbare argument based on a theory of perfect linear development. But if there was one thing that the more progressive colleges had already proved ten years ago, it was that a different approach to language teaching was amenable to the context of higher education and that a non-traditional content could be just as intellectually stimulating as creative literature; but with the advent of 'comparability' first caution, then doubt, crept in. The first Language Board constituted under the auspices of CNAA must bear some of the blame for this in that, although the motives were good and free from unworthy bias, by insisting that a 'theory and cerebration' element comprising an identifiable intellectual discipline be linked with language teaching as such, they equated language learning by implication with a humdrum acquisition of skills, a process unlikely to assist greatly in the intellectual development of the undergraduate. Happily, after more than ten years experience and a reappraisal of degree course content and the concept of 'Honours', the Languages Board issued a much revised edition of its *Suggestions for consideration by colleges planning degree courses in languages* in which it put 'cerebration and theory' into a more meaningful context and stated that the study of a language in itself could constitute an acceptable undergraduate exercise and recognisable intellectual training.

Also included in those same *Suggestions*. . . and of great significance in the light of the argument so far and the problems to which it has referred is a section on the teaching of languages *ab initio*, part of which reads: 'The Languages Board will welcome constructive efforts made by Colleges to remedy the imbalance caused in language teaching by the present virtual monopoly of French in the schools in this country. In view of the general shortage of students entering degree courses with GCE 'A' level passes in languages other than French and German (and even to some extent in German), it is clear that most courses in so-called 'minority'—but not minor—languages must be taught *ab initio*'. But the situation foreshadowed in the words, 'and even to some extent in German', is now a reality, and in our particular sector of higher education we must face the fact that German, although still better supported than the minority languages Italian, Russian and Spanish, to name but the top three in that category, has more in common with their problems than it has with those of French. Accepting the status of a minority subject may not be an easy thing to do, but need it be made more difficult by raising the bogey of 'comparability' once more? Have not universities for some time now been teaching minority languages *ab initio* themselves?

At this point a comparatively minor problem which also has links with 'comparability' must find mention. As in universities, final year student performance in the public sector of higher education is externally assessed to ensure evenness and adequacy of standards across the whole spectrum of colleges involved; to make absolutely certain that standards are and are seen to

be maintained many colleges also arrange for external moderation to take place for parts other than the final part of a degree course. In almost all cases in languages, and certainly in German, external examiners are recruited from the universities, and this is not only proper but desirable at a time when the colleges are still, metaphorically speaking, not yet out of adolescence. However, I have seen a number of reports made by German moderators on student performance and literally without exception, although they gratifyingly maintain that they see no difference in intellectual capacity as between their students and ours and that our students' oral performance is on the whole superior to that of their own, they are critical of the standards reached at the colleges in the written foreign language. Nowhere have I seen that this is because, perhaps, our aims are different from those of the universities. Neither I nor any of my colleagues would want to detract from the significance of accurate and style-conscious written German, but here again I feel certain that comparisons of the kind of work done rather than of the standards and achievements realised and consistent with course aims are being made; and they will continue to be made until the problem of accurately defining the justification for and the purpose of German and German studies in the public sector of higher education has been recognised and a solution to it found. It is not, of course, a problem peculiar to German, but one which we share with teachers of all other languages, including French, in the colleges, and which we must face together.

Our problems overall are many and immediate prospects are not good, but it would be curmudgeonly not to mention the very fine work in German teaching that has been and is still going on in the colleges. For several years college teachers of German have been adding new areas of expertise to the ones in which they, as traditional undergraduates were immersed, some albeit more hesitantly than others. A number have adapted themselves with little or no difficulty to demanding and for them very new subjects such as German Politics, German Political and Social History, German Economic Institutions, and have also become active members of such organisations as the Association for the Study of German Politics and the University Association for Contemporary European Studies. Some indeed have had the rare pleasure of producing graduates who, although only recently, have, after successful post-graduate study and training, entered schools as teachers and, indeed, one or two of the colleges and polytechnics as lecturers—the first of a new generation. In spite of this we cannot escape the fact that we have for too long turned a blind eye to the emerging situation and its problems; the extent of the work we do at present is not in immediate danger, but there is *no* hope of expansion, *no* hope of German being given an appropriate place in the school curriculum, *no* hope of ever more British students having access through language to the most significant culture and the most important economy in Central Europe, in short, in our sector of higher education *no* prospects for German until we recognise it for what it is: a 'minority' language. Then, when we have identified the attendant difficulties, we must be prepared really to struggle to overcome them; and in a context such as that we have to accept, however unwillingly, *dass unser Platz in der Sonne erkämpft werden muss*.

9. The role of the language centre

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Language Centre
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In the current (1975) edition of the *Commonwealth Universities' Yearbook* nine universities in the UK made special reference to having a Language or Modern Languages Centre, and nineteen further institutions list language laboratories among their laboratory installations, between *chem.* and *physiol.* Personal experience shows that neither is this listing complete, nor can a hard-and-fast line of distinction always be drawn between the two types of organisation, as hardly two of them resemble each other closely, in mechanical installations, staffing and functions. If we follow W Grauberg's useful definition (in *The role and structure of university language centres in Europe*, Council of Europe, Strasbourg 1972) in which he postulates that a language centre has its own academic staff, and interdepartmental or inter-faculty functions, we should now list thirteen language centres in British universities. What is their contribution to the teaching of German?

No special study, as far as I am aware, has so far been made of this topic, within which nine areas might be examined:

1. The provision of a resources centre, including: a) a library of recordings of the spoken word (and music), and b) recording, playback, and self-tutoring facilities.
2. The teaching of German—to graduate specialists (including teachers and prospective teachers of German);
3. —To undergraduate specialists (during a degree course in, or including German);
4. —To undergraduates who are not language specialists, as part of a degree course (eg in Music or Metallurgy);
5. —To interested members of the university on a voluntary (ie non-examinable) basis.
6. The teaching of courses in German linguistics.
7. Research in linguistics or applied linguistics or associated fields.
8. The development of teaching and testing materials.
9. Facilities for the general public.

Clearly, several of these functions could be of importance to the furthering of German studies in this country. The vital area, perhaps, if an adequate supply of competent linguists is to continue, lies in the second and third functions (in

which the first and possibly the eighth listed have a valuable part to play). I shall therefore concentrate on these.

There is some concern among teacher-trainers about the levels of skill in the contemporary language which, by current consensus, the prospective teacher should bring to the classroom. Emerging from one of many different degree courses which may or may not have included a residence abroad requirement (the effect of which also still awaits assessment), he may require or be glad of specialist advanced language training, possibly with a strong academic underpinning of stylistics. This could well most easily be provided by language centres, where also he might expect to find staff experienced in the theory and practice of course and teaching materials design, and could be guided in the analysis of existing materials and possibly experimentation. This is especially so in the case of German, which in university departments of education without a full-time German specialist may tend to be treated as a variety of French. Several language centres appear to be already involved in this kind of work, notably York, which is indeed entitled Language Teaching Centre, although it also fulfils service functions. Further spread of in-service training and continuous education may also make it desirable to allow local teachers access to the resources of the language centre.

How much do language centres cooperate with German departments at the undergraduate level? While this may often take place in an informal way, it is probably still true that 'with notable exceptions, the contribution of the Language Centres to the education of the language specialist has not been substantial' (Grauberg, *op cit* p 44), especially perhaps where the most traditional 'lang. and lit.' courses are being taught. Here it would seem that advances could be made.

One area in which the language centre can make a striking contribution is in its library of recorded sound. Possible fields in which this might be developed to assist departmental work would be in building collections of different styles of modern speech, of different dialects, recordings of modern plays (as examples of dialogue), of performances of plays which are being studied in literature courses, of readings of stories, interviews with and readings by writers, recordings of lectures, of newsreels and speeches; and a section of words and music—opera (setting the opera of *Rosenkavalier* beside the comedy, for instance), *Lieder* settings of wellknown poems, *Volkslieder*, cabaret songs, church music—such a recorded library, used as regularly as a library of the printed book, can open new dimensions. Departments may also wish to use recorded self-tutoring materials for remedial work in grammar.

What of the language centre's contribution to the teaching of the language department? One of the 'notable exceptions' Grauberg mentioned has been at Birkbeck College, where the Centre had the brief to develop course work in French. At Southampton it was the German Department that was interested in re-thinking its language teaching and glad to have the cooperation of the Language Centre in this. Beginning with first year honours courses, both contents and methods are being re-designed, and students taught by a team of Department

and Centre staff, on departmental and Language Centre premises, and making use of Language Centre resources. The effectiveness of such courses has yet to be assessed. In their favour one might mention several points:

- While they cannot replace the rich experience of a year abroad, they can serve as a useful introduction, to make it both more valuable and more effective; now that the economic shoe pinches, they may have to serve as substitutes, or to reduce the period spent abroad (which the excellent linguists produced by many countries, including the USSR, have never enjoyed as of right);
- The work of the foreign language assistants can be easily integrated with such courses.

Some undergraduates choose to specialise in German because they have shown a flair for the language and acquired a facility while at school: many are undoubtedly disappointed because there is little opportunity in the traditional course to develop this gift further. Advanced work in listening comprehension, scanning, elementary interpreting or an introduction to the stylistics of the language of the Press can be specially stimulating here, and often seems to fall more within the competence of Language Centre than of Departmental staff, as may courses in linguistics.

Perhaps one should also mention the stimulus that Germanists in Department and Language Centre may draw from regular consultation and conversation with colleagues trained and active in different but adjacent fields.

Clearly, such cooperation in existing institutions must depend on resources—human, technical and financial—and on a wish to cooperate. If it seems desirable, though, it might well be that in the future joint financial contributions might go to the building of resource centres, and future staffing requirements could be expressed in joint appointments.

Section three: Further education, commerce and industry

10. Further education colleges

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*Buckinghamshire College of
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The changes which have come about in the further education and higher education sectors in recent years have affected High Wycombe as much as any other post-sixteen college: a modest college of further education some fifteen years ago, it has gradually increased its range of advanced work (including foreign languages) until it now has scope for development of degree courses in conjunction with the college of education with which it has amalgamated.

But the development of advanced courses (post-'A' level work) has presented problems which have been aggravated by the situation in the schools. For whilst 'further' education is intended for students who have already attained a reasonable level of linguistic competence, the expression 'initial' education would seem to be more appropriate to students embarking on courses with little or no linguistic history—and probably only French history at that. Many would argue that the true role of further education is to fill this void, or provide the safety net 'second chance', and this may be an acceptable thesis, but the situation is getting out of control when the imbalance between foreign languages makes it possible to plan courses at all levels in French, but inadvisable to attempt to offer anything above a basic level in German.

What follows is a synthesis of remarks made by colleagues teaching German on a wide range of courses to a wide age-range of students. The majority of our students are in the 16-23 age range, following two or three year courses with fairly specific vocational outlets. I have also sounded out students and incorporated their comments where appropriate.

The first point reiterates what has already been implied, ie the fact of the hegemony of French in schools. It has been termed by some 'the German handicap' and effectively reduces the numbers of students arriving in further education with any reasonable level of attainment. Even when German is studied in schools, it is nearly always additional to French, and is frequently set as an option against the most unexpected subjects: German or Biology, German or Engineering Drawing etc, which require a decision involving either remarkable foresight or a keen appreciation of the relative values of curricular groups. It is generally assumed that German will be started later than French: at least a year, sometimes much later. The evolving middle-school system has pushed back not the frontiers of knowledge, but the frontiers of linguistic ignorance by a further year. The advantages of longer experience and, one expects, greater confidence in the language show in French and again militate against German.

The lower initial level of students starting courses inevitably makes the ultimate goal lower. Even though students may attain the same GCE grades in French and German at school, they may well have a far more substantial foundation in French which will make itself apparent during their advanced studies. There are perhaps certain merits in *ab initio* courses, but there can be no doubt that excessive teaching at a lower level can be demoralising for staff when they know that more interesting and challenging work is always available in French.

The adult approach adopted in further education, where students are assumed to be voluntarily enrolling for courses, has to be apparent in the selection of materials used; language courses intended for use in school are rarely suitable at the post-school level. In recent years, some excellent courses have been produced for German, particularly by the BBC, and there is extensive use of the German press for articles and extracts. Nevertheless, there are still considerable gaps in the range of materials available, particularly in the commercial field, where French courses still dominate. Live recordings from German radio are not so easy to make as recordings from the more powerful and closer French stations.

The existence of several good beginner's courses in German and the demand created because of the situation in schools, have helped to develop *ab initio* work with intensive teaching on full-time courses. In a sense, it is an advantage to have students arriving with a clean slate, since progress can be monitored more accurately and student motivation stimulated by rapid progress on intensive courses. Many students have expressed satisfaction with the intensive approach and indicated how they preferred this method of study to the gradual learning process in school. Several have also commented on the limited number of full-time courses available for the study of German from scratch. The present scheme for HND Business Studies courses, for example, does not allow a student to begin a second language, but there has been much discussion about the provision of languages on all business studies degree and diploma courses, and we have begun to offer French, German or Spanish to all our Business Studies students.

The extension of *de novo* courses in German has accentuated the situation on advanced courses. Staff find it increasingly difficult to bring students up to a standard equivalent to their level in French. German never seems to catch up, partly because of the amount of detailed work on the language still made necessary by the complexity of German, and partly also because of the continuing difficulty of new vocabulary at this level. French has the inbuilt advantage that vocabulary in the social, political and economic registers is very similar to English.

The lexical and syntactical difficulties of German tend to deter all but the most committed linguists. We find that mature students, in evening classes and on businessmen's courses, have to be much more linguistically aware if they are to make a success of their German studies. French, after the initial pronunciation difficulties, seems to come more easily to adult students.

I have raised the problem of further education having to make up the deficiencies of the school system; adult students, especially businessmen, are less likely to study German, for different reasons: the widespread use of English in Germany has tended, until now, to encourage business executives to take the lazy way out and rely on English for their transactions. As trade with the Eastern bloc develops they will no doubt find that this attitude must change, but the fact that this situation is possible at all is a serious drawback. For the motivation so necessary to the student is reduced when he finds that not only is his own language widely spoken but that German natives are anxious to practise their English at every opportunity. This is obviously a complex issue: one can only express admiration for the way in which the Germans (as well as the Dutch and Scandinavians) master English and indeed other foreign languages. But it remains true that the student of, say, Spanish, who knows that he will have to speak the language if he wishes to communicate in even very basic situations, is much more strongly motivated because of this. The widespread use of English throughout the German business world is noticed by students working in German firms, who might also, in a paradoxical way, be faced with the situation of being unable to communicate with Turkish *Gastarbeiter*. Amalgamation with colleges of education introduces a new dimension into the work of the colleges. Henceforth, plans for advanced courses will include proposals for BEd and postgraduate certificate courses in education. The prevailing situation of German in schools creates a headache for course planners: should one make provision for the training of teachers of German, risking their possibly redundancy, or does one write off the idea, and accept the vicious circle of French teachers being trained to teach French in schools? Contributors from colleges of education may have more to say on this topic, but I would simply wish to show the predicament at the course-planning stage, when DipHE courses have to be tailored to suit the likely outlets for students with language qualifications.

Much of what I have written attributes the blame to the schools and the curricular system. Within the further education sector, however, a considerable responsibility rests with external examining bodies to ensure that standards are consistent in all languages. I refer particularly to the Institute of Linguists, whose examinations in German have been frequently criticised for their level of expectation and disproportionately high standards. Indeed, the Institute has admitted that standards in French and German have been set consistently higher than in Spanish and Italian. Whilst this state of affairs is perhaps excusable for French, with a longer record of study in most cases, it is hardly appropriate for German.

11. Commerce and industry

EV Lee

*London Chamber of Commerce
and Industry (Commercial
Education Scheme)*

The Association of British Chambers of Commerce has always taken a great interest in education, and the London Chamber of Commerce—whose *Commercial Education Committee* was formed in 1887—has always taken a particular interest in foreign language learning. Representatives from the business community work with the Department of Education and Science, Regional Advisory Councils and Local Education Authorities, as well as with such bodies as the Schools Council, the Training Services Agency, and the two councils recently set up in the wake of the Haslegrave Report—TEC (Technician Education Council) and BEC (Business Education Council).

The United Kingdom is not self-sufficient in raw materials, so a healthy economy can only be based on our efficiency in exporting and importing. The commercial advantages of conducting these international transactions in the relevant foreign languages are patent, and common courtesy dictates that we should cement personal relations with overseas contacts in their own languages.

Businessmen and potential businessmen are therefore a rich field for the recruitment of foreign language learners. The variety of the needs of business must be emphasised:

- Professional linguistic services (translators and interpreters)
- Social and informal contacts
- Secretaries, telephonists, receptionists, distribution personnel, etc.
- Marketing and purchasing, including 'market intelligence'—involving an appreciation of cultural factors operative in the target country
- Technical and research personnel
- Multi-national companies encounter special problems, e.g. internal communication and the transfer of personnel from country to country.

The needs of business can, moreover, call for virtually any language, often at short notice. So, in the first place, a sound base for the use and development of linguistic skills should be established at the secondary level of education. Beyond the secondary level, the services of the further education, adult education and tertiary sectors will be required, in addition to in-company training facilities.

In response to requests from firms, employees and educational institutions, the

London Chamber of Commerce has established two important schemes of examinations to provide certification of competence in special areas—oral examinations at appropriate levels (Foreign Languages for Industry and Commerce), and Secretarial Language Certificates at two levels (Preliminary and Intermediate).

In order to assist course-designers in determining the differing needs of different types of personnel, the Commercial Education Scheme of the London Chamber of Commerce conducted a survey, in 1972, of the non-specialist use of foreign languages in Industry and Commerce. An analysis of the activities in which it was reported that foreign languages were used—the aggregate of all types of personnel—revealed that 49 per cent of their activity was expended on listening and speaking in combination, 19 per cent on reading, 17 per cent on writing, 8 per cent on listening, 4 per cent on speaking, and 3 per cent on listening and writing in combination. 'Profiles' of language use were compiled for the ten different types of personnel surveyed, and it emerged that:

- Six types shared a roughly similar profile (managers/executives, sales, advertising/marketing, buying, accounts, transport/distribution);
- Three types shared a different sort of profile (technical, production, research);
- Secretaries had a unique profile.

The Careers Guidance Services play a crucial role in satisfying both the aspirations of employees and the manpower requirements of employers. An important pilot survey of the modern foreign language requirements of British industry (*The use of foreign languages in the private sector of industry and commerce*) was carried out in 1971-72 by a project team centred at the Language Teaching Centre of the University of York (Emmans *et al*). The resultant report contains some statistics which are of great interest to this colloquium on the teaching of German in the UK eg:

Analysis of press advertisements

- Table 2.7 Of the advertisements requiring a foreign language, 51 per cent required French and 40 per cent German. (Spanish came next with 9.2 per cent.)
- Table 2.8 When advertisements were classified by reference to first (or only) language mentioned, 45 per cent required French and 22.5 per cent German. (Spanish came next with 5.6 per cent.)
- Table 2.9 When advertisements were classified by reference to second language mentioned, 62.7 per cent required German, and 20.6 per cent French. (Spanish came next with 7.4 per cent.)
- Table 2.10 When advertisements—and most did—stated whether the languages were either an advantage or essential, 67 per cent of those instancing German stated it was essential, and 33 per cent that it would be an advantage. (The

proportions were roughly similar in the case of French and, indeed, the other languages.)

Survey of employees

—Table 5.13 91 per cent of employees had some knowledge of French, and 61 per cent of German.

—Table 5.15 79.9 per cent of all employees used French to some extent in the course of their employment, and 54 per cent German (although, as recorded above, the percentages of press advertisements were calculated as 51 per cent for French and 40 per cent for German).

In the opinion of employees, a knowledge of languages was *essential* for far more jobs (24.7 per cent) than they had been led to believe on appointment (13.5 per cent.)

64.5 per cent of employees rated the importance of languages as *useful* in their job, though on appointment only 16.1 per cent had been given to understand that foreign languages would be of some importance.

Implications

One of the implications perceived by the reporting team was as follows:

Para 6.20 'Though we do not look for massive changes in primary and secondary education, as a result of our findings, the evidence from our project did suggest some practical conclusions concerning later courses and ways in which these could better meet eventual patterns of use. There were, for instance, some indications that German was in relatively stronger demand than French. Although as far as patterns of use were concerned German was always second to French, it was by no means such a distant second as the figures for courses within the schools might have suggested.'

The case for the relevance of language studies to personal development, career opportunities and 'job satisfaction' is well proven. Support for the retention—indeed, certain statistics would seem to suggest, the expansion—of German studies in the education service is a clear conclusion of this brief survey of the national scene from the standpoint of commerce/industry.¹³

¹³ For further details see CILT Reports and Papers II, *Teaching languages to adults for special purposes*, CILT, 1974, pp 76-90.

Section four: Teacher training

12. The education and training of graduate teachers

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Institute of Education*

In this paper I shall attempt to indicate the determinants of policy in the recruitment for initial training of graduate language teachers and the role of a university school of education in their education and training. I express a personal viewpoint, although I am certain that my colleagues in my own modern languages department would identify themselves with much of what I have to say. My comments are based on my experience at the University of London Institute of Education, but I hope that they have a wider application. I shall also assume that the reader is not so much interested in the detail of individual courses but in the emergence of general principle.

The qualities that distinguish a good teacher may be considered under three main headings:

1. his standing as a human being;
2. his personal education;
3. his teaching ability.

These three aspects are, however, closely interdependent, and each affects the other. What a man is, not only affects his education but must inevitably be moulded by it. Likewise, his teaching technique, if it is to be effective, will be moulded and modified by his personality and developed by the knowledge and understanding—above all understanding—which are the product of his education. All three must lead to establishing the right personal relationship which will enable the teacher to appreciate how much of his superior knowledge is relevant to the present state of intellectual and emotional development of his pupils.

I have made the above comments, in order to make the further point that, in the postgraduate certificate course for foreign language teachers, we shall be contributing to the student's further development in all three areas but that, in providing him with a sound methodology of language teaching, we shall be concentrating on extending his teaching ability.

The content of his degree course is part of the intellectual equipment which the student brings with him when he embarks on his professional training, and we have to try, in the interview, to assess what he has made of his studies. In other words, we must try to discover how his personal education has contributed to forming the kind of person he is. We must also take his degree course into

account when developing the postgraduate certificate course. The theoretical aspects of the course in methodology, if properly taught, can be as demanding intellectually as the degree course which preceded it, but yet we must never lose sight of the practical outcome; namely, the work in the classroom.

Apart from their personal education, we expect our applicants for admission to our course to have a high level of proficiency in their main foreign language. (Residence abroad is a pre-requisite of admission to the postgraduate course at the London Institute of Education.) Indeed, we conduct our own test of oral proficiency during the interview. We expect the students of the department to be so well founded in their foreign language that they no longer have to think about the correct forms of the language in their own speech and can, therefore, concentrate on the appropriate aspects of methodology.

The majority of students still come from universities which run language and literature courses of the more traditional kind. This type of undergraduate course has certain advantages. I personally believe that the reading of imaginative works in the foreign language at an appropriate level is an essential ingredient in the education of a sixth former. I need not set out all the arguments in support of this, but shall merely state that by such reading we ensure for the sixth-form pupil a widening of experience, a maturing of mind and emotions. The young teacher, who has himself read widely and with insight, will have a more sensitive approach to the pupil and the subject matter when dealing with a work of fiction. It would be a function of our postgraduate certificate course to show the student, the future teacher, how to present such texts and to let him discover for himself the inappropriateness of expecting sophisticated literary judgements from the immature sixth former.

There are, of course, other aspects of a civilisation worthy of disciplined study. In the present changing climate of opinion the sixth-form curriculum is being broadened to include a study of modern society involving historical, economic, social and political factors on an interdisciplinary basis. Reform can be held up, if teachers are not equipped to teach the new curricula.

We, therefore, also admit applicants from those universities and polytechnics which run courses different in content from those mentioned above. We have sympathy with the efforts of some institutions of higher education 'to devise syllabi which are more relevant to modern needs' and which combine modern languages with other subjects in exciting new ways, provided that the standards of proficiency in the foreign language itself are maintained.

I must here sound a note of warning. In some cases this process has become too narrowly vocational and the graduate's linguistic qualifications may sometimes be of little use outside the narrow confines of the particular course structure which gave them birth. In illustration of this point, I may cite the case of a woman applicant for admission to our postgraduate initial training course. Apart from the banalities of small talk, the sole register of the German language at her command was that of engineering. She had come from the arts side of her sixth-

form and had done an undergraduate course which consisted of reading and translating engineering texts, supplemented, in an attempt to give some meaning to what she was reading, by general lectures on the principles of engineering. None of these studies had contributed in any way to her personal education. She could not, for example, talk (even in English) on the role of technology in modern society or of the significance of what she had been doing. Clearly, she saw no role for herself in the field of engineering and sought to enter the teaching profession.

This raises an issue of some importance. We may soon reach the stage where we cannot accept every language degree *per se* as equally suitable for the teaching profession. This is, in no way, to suggest that one category of institution produces graduates of a higher calibre than another but rather that the content of one course is more valid than another in relation to the demands made by a particular profession; in this case the teaching profession. Translating engineering texts is only marginally less relevant to the function of a teacher in a secondary school than translating Old High German texts.

Another important consideration is that a university school of education has a special responsibility to society at large. In selecting our students we have to consider their suitability as teachers, which is very different from posing the question: 'Can they cope with the course?' (We believe that there is a close correlation between the content of our course and the student's future function as a teacher, but this distinction is ever present.) In addition we have to consider the usefulness to society of the particular qualifications of the applicant. To take an extreme example, if several graduates in Albanian were to apply for admission to the teacher training course we should have to look into the question of whether they could obtain employment as teachers in the secondary school field, and if not, whether we should be justified in filling up places better devoted to the training of teachers of French or German.

By the same token, even if graduates in German were to present themselves in far greater numbers for admission to our course, it would be unlikely that we could take on more than a certain percentage of our total entry; say 30 per cent at the present time. We inevitably reflect the state of the market, and it is a fact of life that a German graduate finds it more difficult to get a post than a French graduate and must be prepared to go further afield to find work. A German graduate will usually have to offer a second teaching subject, most often French, because for a variety of reasons there is not sufficient German in schools for him to be fully occupied teaching that subject alone. A French graduate is far less likely to require a second teaching subject. There are, of course, compensations for the German graduate. He will be involved almost from the outset in sixth-form teaching of his subject, whereas the French graduate may have to wait several years before doing so.

Formerly, the postgraduate certificate course had one clear purpose, the training of teachers for selective grammar and independent schools. Work in the teaching-methods departments was aimed at producing single-subject specialists to teach

pupils of above average ability up to university entrance standard. The Crowther report spoke, in connection with the sixth-form, of 'an intellectual life shared by [teacher and pupil], an intellectual discipleship.'¹⁴ Pupils were motivated towards learning and questioned neither the content nor the method of teaching. In such a situation the *sole* requirement for teaching was a knowledge of what was to be taught, and such facts as were associated with this process were adequately handled by being stated.

In the past decade there has been constant pressure for change in the concept of graduate teacher training. This pressure arises from the changes in the educational and social context for which and within which initial teacher training takes place. Paramount among these are the changes in the structure of secondary education; firstly, the move towards non-selective secondary schools often with the concomitant of unstreamed classes and, secondly, the much extended sixth-form with a wider range of ability amongst its pupils, of whom less than one third are likely to proceed to institutions of higher education. This means that in the postgraduate certificate course we must now devote attention to the problems of teaching a foreign language well down the ability range, where the grading and structuring of language teaching material are crucial. We must enable the future language teacher to construct a unified theory of the language learning process and derive from it exact methods of describing language teaching procedures, which he can then apply in the classroom under controlled conditions.

The graduate in German now needs something more than a love of his subject, in order adequately to cope with these changed circumstances. The secondary school is no longer a quiet retreat for the graduate who pictures himself introducing the classics of German literature to future generations. Such a person is likely to become deeply frustrated in the present set up. In a situation where the role of even one foreign language in the curriculum, let alone two, is being generally questioned, not least by the pupils themselves, the foreign language teacher must possess robustness of character and a certain resilience, and he must be able to execute a vigorous campaign on behalf of his subject.

I have, on more than one occasion, heard a senior member of a university department of German say: 'Our best students do not enter teaching'. It all depends on what is meant by the 'best students'; presumably those who gain a first class degree and are capable of carrying out research within the department, ultimately to join the staff of that department. There must be many able graduates outside this very narrow category who would make good teachers of German in secondary school after training in a university school of education. By encouraging such people to enter the teaching profession language departments in universities and polytechnics would be ensuring their own *Nachwuchs* in the form of well taught sixth-form German linguists.

¹⁴ 15 to 18. *A Report to the Central Advisory Council for Education (England)* HMSO, London, 1959, Ch. 21, pp 222-5.

13. Colleges of education

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This paper sets out to indicate the problems German is facing in the colleges of education and to raise questions about its future. Since the debate will turn on the value of the colleges' role in the training of teachers of German, it might first be helpful to review very briefly the development of German in a sector where it has received little publicity. If German finds itself in a college of education (to use again a term which as will become clear is no longer very helpful) it does so as a result of local initiative rather than of any policy to encourage the subject within the area of initial teacher training. A limited growth of German in the colleges has been tolerated and the relatively small numbers of students trained to teach the subject have been allowed to find their way into the classroom in competition, as it were, with the university graduates.

In 1964 two colleges only (out of some 160) were offering German. In the general and rapid expansion of the college system which took place in the 1960's a further twelve colleges introduced German, but of these, two no longer offer it. One college has since been added to the list and so the current total is thirteen. In these colleges German has been fulfilling the dual role of furthering the student's personal education in some cases up to degree level (the 'main subject' role) and—perhaps quite unofficially—providing professional training for those students who intended to teach in secondary schools. On average perhaps no more than half the students leaving the colleges with a qualification in German intended to teach their subject.

Until recently it was possible to talk with confidence about 'the colleges of education' and see them as a readily definable sector within higher education with a vocational role which marked them off from the universities and polytechnics. However limited the progress German had made in the colleges as a whole by the early 1970's, it was at least part of a sector which could be seen as providing a clear alternative for the sixth former who had an interest both in teaching and in German and who was keen to start on a vocationally orientated course immediately on leaving school. The changes which have been brought about since the publication in 1972 of the James Report and the subsequent White Paper *A framework for expansion* have had the effect of fragmenting this sector and thus making the context in which German is being taught very much less clear. The impetus towards a diversification of the colleges' work and the increasingly sharp reductions in teacher training numbers have completely altered the college

¹⁵ See Appendix 4.

system. Reorganisation in the form of mergers with other institutions, the development of new courses (BEd, DipHE, BA), reduced student intakes—all are affecting the position of German, often adversely.

Problems

The following problems have been selected on the basis of reports received from colleagues in the various colleges, whose views have been summarised below:

Institutional reorganisation

Uncertainty about the effects of an amalgamation is the general feeling expressed by colleagues who are facing this possibility. There is on the one hand the prospect of tapping a pool of German students if the other institution has a strong department, on the other the fear that the status of German may suffer, especially if links with a university are broken.

Introduction of new courses

The disappearance of the Teacher's Certificate in a number of colleges has led to German being offered as part of a degree programme. Where in consequence a two 'A' level entry requirement has been introduced, German courses (as indeed all others) are now in direct competition for applicants with the universities and polytechnics. Formerly colleges were able to recruit good students who for various reasons had only a German 'A' level to offer.

Reduction in teacher training numbers

The likely effect of the reduced intake is that colleges will offer a reduced range of subjects. There are limits below which courses are no longer viable and all small departments are thus placed at risk. In one college German has already been removed from the list of subjects to be offered at BEd level. Some subjects (French, Mathematics for instance) may be protected since they are declared 'shortage subjects', but several colleagues reveal anxieties about German as an unprotected minority subject. As one puts it: 'German is about the hindmost when the Devil comes to take something'.

It is difficult to defend German on a strictly teacher training basis if the professional degree (the BEd) is seen mainly as leading to work in the junior and middle schools, where German is scarcely to be found. It can be argued that for intending secondary teachers the conventional route via first degree and postgraduate course is both more appropriate and more economic in terms of national resources.

Recruitment

Reports on current trends in applications are mixed but the majority note a decline, in some cases very marked, over the last two years. One of the colleges which closed its German course some time ago gave poor recruitment as the main cause. Reasons for a decline were thought to be that German was not—or not yet—appearing on the new-style BEd courses (ie reasons peculiar to the institution) or that the number of openings for intending students of languages in higher education was greater than the supply of students. It was also felt that changes at secondary level were now beginning to make themselves felt and that

the alleged decline of German in schools was being reflected in the reduced numbers of applicants.

Prospects

Colleagues were asked to forecast the future for German in their colleges. Few were confident of German retaining its place in the college curriculum with prospects described as 'fair' or 'fairly promising'. Otherwise the consensus was not hopeful: 'prospects poor', 'uncertain', 'little cause for optimism', 'bleak—as for any small department' and 'it can only disappear'. Whether German remains in the college seems to depend not simply on how many applicants it attracts in the future—although this is of course a basic consideration—but also on how valuable a contribution German is seen to be making either to a probably very restricted programme of teacher training or to a general higher education programme.

Given then that the position of German in the colleges as a whole is at best uncertain it seems appropriate in conclusion to raise the following questions:

- Is there a case for preserving a route into teaching for students of German other than by a first university degree followed by postgraduate training? How strong is the argument that if German teaching in schools, especially at middle school or lower secondary level, is ever to be expanded then the college German departments are best placed to respond to the need for more teachers?
- If the answer is affirmative, what can be done to prevent German in the colleges from going into a decline as haphazard as its growth? Can an attempt be made to look at the colleges' potential output of trained teachers to see if and how it corresponds with the needs of the schools? Should German be protected in any way from the effects of cuts in teacher training numbers?
- How can the contribution of the 'diversified' colleges to the teaching of German in higher education be made a distinctive and valuable one? What can they offer as a genuine alternative to what is already available in the universities and polytechnics?

Section five: Some issues in methodology

14. Teaching children of moderate ability

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I am devoting this paper exclusively to the problems of teaching German to children of moderate ability—ie those who are not equal to the demands of an 'O' level course—because any teacher who works with them may well find that they dominate his work to the detriment of those more traditional language learners, 'O' and 'A' level candidates.

In the past few years some university departments have become sharply critical of the standards of 'A' level teaching in schools. Many language teachers pre-occupied with the needs of moderate ability classes would regretfully agree that such criticisms are not without foundation: a teacher working with both high-ability and moderate-ability classes will probably find it impossible to give his 'brighter' pupils the same degree of attention that they could expect in a grammar school.

There can be no hope of overall improvements in the quality of language teaching in comprehensive schools until the problems of moderate-ability pupils are tackled in a realistic manner. If they are not, the coming years will certainly see a further deterioration in teaching standards.

To whom should we teach German?

Can every child in a given age-group or every child within a given band of ability in an age-group benefit from a course in German? Or will there inevitably be certain children who cannot benefit and whose presence in the class will prejudice the prospects of other pupils?

In many comprehensive schools the need for an initial diagnostic period imposes a common curriculum for at least the first year or two. Here are some examples of the kind of problem this creates in the moderate-ability German class:

—It is inherent in the language-teaching situation that the teacher should devote a substantial portion of class time to individual pupils, relying on the not-directly-involved majority of the class to exercise sufficient self-control to follow the duologue of the moment. Even in the ablest classes there are many children to whom such self-control does not come easily. In classes of moderate ability, where the pupils' span of concentration is much less, duologue soon produces a complete disintegration of the teaching situation;

—In any moderate-ability class there will probably be several habitual truants. In

a language—a sequential subject with an element of skill—regular attendance is essential, and habitual truants are soon unable to go along with the rest of the class, even if they have a mind to. The presence of this drop-out minority in the class makes it much more difficult for the other children to make progress;

—A moderate-ability German class will probably also include a number of children who are having serious difficulties with their mother tongue. In many classes the majority of the pupils may fall into this category. Can we be sure that the learning of a foreign language is not interfering with their progress in English? To take one example, what can the teacher of German say to a colleague in the English department who complains that capital letters are proliferating in the written work of his pupils?

—With less-able children motivation presents particular difficulties. High-ability pupils may be spurred on by intellectual curiosity or a calculated assessment of the career value of examination passes, but such incentives are less likely to be operative with children of moderate ability. Moreover, the practical value of a foreign language will seem to them very much a matter of conjecture. What are the chances that German will ever be of practical value to them? To children with such questions in their minds German lessons may well seem remote and unreal. What aims can the teacher lay before them that really stimulate?

It has been assumed in the foregoing paragraphs that classes are 'set', ie children of like ability are taught together. In mixed-ability classes the problems referred to become much more acute.

To sum up, teaching German to moderate-ability classes presents problems not only of pupil selection, but also of resources, class size and class organisation.

Viable objectives for children of moderate ability

There is little doubt that some of our failures with moderate-ability classes are due to the pursuit of inappropriate objectives. It is now widely recognised that the skill of translation is beyond their capacities, but it is still normal practice to aim at competence in all four basic skills—aural comprehension, reading comprehension, oral production and written production. Should we perhaps be more selective? Might some children not get a better return for time and effort expended if they worked single-mindedly for competence in the receptive skills only? Are there not some children who can perform reasonably well orally but dismally in writing?

Selected objectives need to be considered seriously, but they cannot feature in classroom practice unless publishers offer either general courses of great flexibility or courses tailor-made for the pursuit of specified objectives. And if publishers are unable to supply these, materials development units financed from public funds should be set to work on them.

Selected objectives would, of course, create further problems of class size and

class organisation. In a given moderate-ability class one might have some pupils working on all four basic skills while others are concerned with various limited combinations. The problems would, however, be partly eased by the fact that skills that are rejected as objectives need not be rejected completely as means of teaching.

Course content and teaching method

One of the features of modern-language teaching in schools over the last few decades has been the move to emancipate 'O' and 'A' level teaching from principles derived from the teaching of classical languages. What is now needed in the case of pupils of moderate ability is a very determined effort to emancipate their teaching from principles derived from practice with 'O' level classes.

Nowhere is this emancipation more urgently needed than in attitudes to the value of grammar. Time spent teaching grammar to moderate-ability classes is largely wasted time. A persistent teacher can indeed make these children memorise rules, paradigms, lists of prepositions, etc, but such acquisitions are of little value to them: their limited capacity for conceptual thought does not allow them to use what they have learned in order to understand or compose meaningful utterances in German.

But if the grammar content of their courses is to be cut back, what is to take its place? This is a crucial question that needs to be studied in both breadth and depth. The national failure to devote adequate time, resources and ingenuity to it is perhaps the greatest single reason why standards of language teaching in schools are now so often questioned.

In the absence of any systematic study of the issues involved the only guide we have is the experience of those who teach languages to children of moderate ability. I therefore submit for discussion a list of the features I look for (but have never yet found) in a course designed for such children:

- That it should include as much work as possible that the target pupils can tackle on their own and find challenging but not discouraging.
- That it should give the global utterance primacy over the individual word, syntax over accidence.
- That it should not seek to give the pupils mastery of grammatical topics such as the accusative case, the perfect tense, the passive voice, etc. Grammar instruction should be limited to minute points, and it should be understood that mastery even of these will come, if ever, only after frequent practice over a long period.
- That the register presented should be colloquial and natural and that the language should always arise from a clearly defined situation. Each text used should be first drafted as a specimen of colloquial German without regard for

the linguistic point to be taught. In adapting it then to its didactic function, care should be taken not to destroy the colloquial character.

- That it should recognise that the guess and the hunch are essential and stimulating elements in the understanding of a foreign language, and that extensive use should be made in practice materials of words and structures not yet introduced in other parts of the course, but whose meanings pupils may reasonably be expected to guess—perhaps from context, perhaps from resemblance to an English word.
- That it should rapidly accustom the children to seeing and hearing familiar words with unfamiliar endings, so that this should not be an obstacle to their understanding.
- That it should give special help in the retention of 'elusive' words, such as *vielleicht, jemand, sonst, (so) gleich, wirklich*, etc.
- That the course material should offer maximum flexibility in use.

Some readers may interpret this paper as a recommendation that the teaching of German (or any other foreign language) to children of moderate ability should be abandoned. That is certainly not what I have in mind: some children in the category show a keen interest in the subject and many approach it with cheerful goodwill. To all these it could be a fruitful course of study. But much greater thought must be given to the children themselves, to suitable learning objectives for them, and to the materials and methods to be used with them. As long as this is all left to teachers who are worrying about the neglect their 'O' and 'A' level classes are suffering in the process, moderate-ability classes will in many schools continue to be a cancer infecting all the work of the German department.

15. The importance of accuracy

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Many beginners' ability to speak and write German is handicapped, often crippled for life, because they have never paid enough attention to accuracy. German is not only a strongly inflected, it is also an exceptionally assonant and 'homophonous' language (a great source of strength to its poetry and its poetic language), and the teaching of German must be approached and undertaken in a particular way, not muddled in with a general pedagogy of foreign languages and never confused with French, previous knowledge of which often produces interference. One need not swallow whole the Humboldt thesis that each language defines and structures one's view of reality, in order to recognise that teaching German has its own problems:

The main sources of error in learning German are the following:

- Case endings, due to incorrect sequencing (determiners with or without attributive adjectives and/or head nouns, ignorance of genders or plural inflexions; carelessness).
- Cases after verbs (often insufficiently practised; ignorance and carelessness).
- Verb inflexions and auxiliaries (ignorance, particularly of distinctions between strong and weak verbs).
- Confusion of near-homophones and near-homonyms.
- Word order (position of verbs and components of verb groups, separable and inseparable verbs, confusion between conjunctions and other connectives).

The mere enumeration of these sources of error is enough to suggest that some methods recommended and in vogue for teaching languages, eg initial 'abstention' from the printed word, or adherence to a spaced time-plan of *listen--speak--read--write* are likely to lead to disaster if applied to German. If the aim is active language performance, then listening, speaking, reading and writing, in the sense of at least copying for the purpose of memorising, should be practised from the beginning. Further, the primary (ie the most frequent now, not the original) meanings of all morphemes, words and components of phrases introduced should be stated in the students' language soon after the teacher first speaks them: if he also demonstrates them extensively, shows clear pictures, diagrams, slides, cartoons, films etc (but too often they are not clear) at the same time, so much the better; but he should not omit this 'analytical' translation (which has nothing in common with equivalent effect or literal translation), because his pupils will be doing it mentally whether he likes it or not, and they will do it incorrectly unless he does it. But as soon as he has done this, the teacher has to 'synthesise'

the components again, so that the utterances (word-groups, structures and sentences—all as messages) are continuously over-learned, practised with tape-recorders at home, in booths, labs and in class rooms. At the initial stage the main aim is oral fluency and accuracy, with a general confidence; writing and reading have a supportive role.

Secondly, it follows from my error analysis that priority should be given to functional grammar rather than lexical enrichment, in as far as situational teaching permits; that personal pronouns and common weak and strong verbs should precede extensive case learning. Case chaos can sometimes be arrested whilst verb forms are being practised if plentiful use is made of names of *Länder*, towns, German first names and foreign countries. The general language principle of proceeding in stages from the most common to the least common structures and words often conflicts with natural situational teaching (which is fundamental, and which is the most important of the recent insights into language teaching), but one has to be careful not only to avoid unlikely words, but also rare forms (eg some past tenses and noun plurals) of common words.

Whilst the learning of lists of related or unrelated words of widely varying frequency simply because they illustrate particular grammatical rules is absurd, the use of the rules for reference, the learning of principles (less categorical than rules) for assessing gender, plurals and the relation of suffixes to gender, the importance of teaching grammar notionally (through meaning) as well as formally (through morphology, distribution, and position) should not be underestimated.

There may come a time when, temporarily, near-homonyms and homonyms may have to be distinguished by mnemonics if they can be learned no other way.

However, the most effective corrective for accuracy is a regular (every two or three weeks) check of language acquisition by way of written translation of words, word-groups, sentences from English into German. Again, this exercise has nothing to do with prose translation, where too often much new or half-known material is used and the exercise is a waste of time for the numerous students who get less than 60 per cent. In this case all the material is expected to be known, though it should sometimes be presented in fresh permutations and anything under 75 per cent is a failure. The main purpose of the test is firstly to show each individual student that he is progressing or relapsing (not to prove he's better than his neighbour) and secondly to inform the teacher where he's gone wrong and right, too slow or too fast. Further regular testing is a corrective for carelessness, one of the worst faults (and easier to commit than in a Romance language).

A last point: for many years I thought that German, a 'phonetic' language, was easy to pronounce. Perhaps it is not. Apart from a few particular phonemes, and loan-words with wayward pronunciations, the accentual features of words are frequently misplaced. Here I would recommend, for reference, the listing of all simple and compound prefixes, suffixes and inflexions, showing stresses and

pronunciation, and for instruction and pleasure, listening to *Lieder* and arias with the invaluable DTV *Texte deutscher Lieder* (edited by Fischer-Dieskau) in front of the student. Learning some of the poems is also a useful if old-fashioned step towards general grammatical confidence.

16. The compleat Germanist

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The teacher of German at the level of higher education, whether in a university or a polytechnic, should ideally (and I stress that this is an ideal) be a man of three parts. He should:

- Be a specialist in at least one academic area within the general discipline of German studies, eg literature, politics, history, philology, social studies, relevant to the course on which he teaches.
- Be generally knowledgeable on all aspects of German culture and civilisation in the widest possible sense and range.
- Be a qualified and experienced teacher of the German language as a foreign language, ie his own linguistic proficiency will be systematised for presentation to the student learner.

So much for the professional Germanist who teaches German. What now of the student who studies German as a degree subject? The graduate who leaves college with a degree in German, whether he has studied German on a traditional course or a more modern one (and again quoting the ideal) should be a proficient speaker and writer of German, will have a sound experience of one academic discipline and will not be totally ignorant of the most significant aspects of German culture.

Different colleges and different courses place different emphases on the acquisition of linguistic proficiency in German. Of the eight¹⁶ language skills few students will be competent, certainly not accomplished, in all whereas many students will never have had the opportunity of practising all. Altogether the range of interpretation of linguistic proficiency will be considerable.

Languages cannot be taught, they can only be learned; the role of an otherwise redundant teacher is to devise the present situations in which the student can acquire proficiency. In practice this means logical, contextual exposure to the printed and the spoken word and the creation of stimuli which ensure on the part of the student a relevant response in the written or the spoken word so that with a combination of innate ability, intelligence, application, *legerdebiouche* and prodigious feats of memory he eventually becomes a competent 'handler' of the German language. This is a gross oversimplification but one which will suffice

¹⁶ Understanding and producing the written and spoken word, translating and interpreting from and into the foreign language

at this stage because it is not basically my intention to discuss those aspects of German teaching.

When I first arrived at university to study German the late Professor Norman told us that by the time we had finished the course we should know more about the German language than the average German. In a sense this is true because the student Germanist should not only know the language but should know things 'about' the German language. The suggestion is not that the student should be filled with fascinating facts on abstruse etymologies or dialectal aberrations, but that he should be given some theoretical insight into the workings of German which will indirectly assist him in the acquisition of the language skills. Apart from seeing the language in numerous contexts the student should also study in theory the structure of the German language, or at least some relevant aspects of its structure, in particular the areas of meaning and word-formation. Students whose course contains a historical grammar component have a certain advantage in this direction but rarely is the subject studied with reference to German as it works and is used today.

The study of roots in a language which for better or worse has successfully resisted the intrusion of foreign stock into its basic lexical patterns is of great value to the student in the acquisition of a large passive vocabulary. Much is to be gained from a 'vocabulary' lesson in which a root is examined in the productive context of (a) the different forms of the same root, (b) prefixes and suffixes, (c) compounds, together with the range of English equivalents.

By the same token the study of word-formation is essential in a language in which one root can produce many words without having recourse to borrowing roots from other languages. Differences in word appearance can be very fine in German but less confusing if the student has done some theoretical work on word-formation and the meaning of the suffixes that are used, rather than learning each word from the same root as a separate entity eg *mannhaft*, *männlich*, *männisch*. Such a study would, one hopes, lead to an enhanced understanding of the behaviour of German and would help to avoid errors like 'veranschlägt', 'veranlieb' and 'beinhielt'.

By far the most absorbing of such studies is that of the verbal prefixes and their wide range of highly differentiated meanings. Students are aware of some of the obvious uses where either the English equivalent reflects the meaning, eg 'ent-' meaning 'de' or 'dis' or where the German itself preserves a very close correspondence with the meaning of the prefix when used in isolation, eg *durchbrechen*, but rarely do they have a feeling for the finer points. Or again the student may attach a vague global meaning to the prefix without realising all the shades and subtleties. A further corollary to this type of study is that it increases a student's awareness of questions of style.

The student Germanist should not only practise the skills which he is endeavouring to acquire but should to some practical end be taught to theorise about the German language.

Section six: Publishing and the media

17. The provision of teaching materials for German

G D Morley

*Centre for Information
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The situation regarding the current availability of teaching materials for German in the United Kingdom is in general by no means unhealthy. Of certain categories it might be said that in comparison with French the position is a good deal healthier: a sufficient range of materials is on the market to enable genuine choice without an embarrassment of riches.

The minute scale on which German is currently taught to pupils under eleven is not for want of teaching materials. The handful of course and supplementary materials that are obtainable would certainly permit wider experimentation in teaching the language at this level.

Before commenting on the availability of course materials for the eleven to sixteen age-group, we might perhaps consider broader questions which, though applicable to language teaching in general, may be particularly pertinent to this age-group. They relate to the types of material we expect to find on the market. Do we not agree that pupils' language learning patterns and potential vary quite markedly? Should we therefore impose a common set of objectives for all pupils, or should not different objectives be formulated according to their differing abilities? If we map out high academic objectives for the most able pupils, do we define the objectives for the less able as being merely less academic or as being different both qualitatively and quantitatively? To relate this to the subject of publications, have we not already a sound case why different types of course material are needed for different types of pupil, and why the difference should be in kind as well as in steepness of progress on? To try to teach a less able group using material designed for the more able or vice-versa will lead to the frustration of, on the one hand, failure and, on the other, unrealised potential. The concept of an all ability course is neither in principle desirable nor in practice feasible.

Within the eleven to sixteen age-group the sub-group best catered for is the thirteen plus beginners with a three year programme to GCE 'O' level or CSE; for these pupils a liberal supply of courses is available, since this is the sector where at the moment most German below the age of sixteen is taught. For eleven to twelve year old beginners, in addition to the materials specifically marketed for a four to five year course, several of the courses produced for the thirteen plus age group are also suitable.

Although course materials for the less able do exist, the selection is strictly

limited, and future publications designed for these pupils might well aim at a better understanding of needs and objectives relevant to their abilities. A problem also exists in relation to course materials for fourteen year old, able pupils taking an intensive two year course to 'O' level; a teacher employed in this situation may at the moment feel that he is faced with the choice of either condensing a three year course or utilising a course more appropriate for sixth form and adult beginners.

Beginners in adult and further education are similarly well catered for. Courses are available for intensive teaching and for students requiring a more relaxed approach, for example for tourist purposes. In a slightly more specialised context, however, there would seem, judging from the constant enquiries to CILT, to be a demand firstly for material designed or adapted for self-instruction which will take the learner beyond an intermediate level of proficiency, and secondly for a greater variety in the types of course for teaching German intensively to businessmen.

The supply of post 'O' level main course material has improved dramatically over the past year. There is now a selection, if only a restricted one, of 'A' level courses incorporating oral production and comprehension practice as well as of grammar textbooks; one would hope that it will be possible economically to develop still further the range of material for advanced work.

Under the heading of supplementary materials there is a fairly broad choice of books for practice in pictorial composition, comprehension (including multiple choice), conversation, translation, and grammatical points; and the number of readers on the market exceeds 130. If a slight gap is to be found, it is probably in books for practice in renarration; though material for this purpose often comprises one section of a multi-purpose book, publications devoted solely to renarration practice are sparse.

With reference to all the age-groups and linguistic levels in secondary and adult education mentioned above, it should not be forgotten that German features as one of the principal languages which the BBC fosters as part of its educational broadcasting services; programme coverage includes main course, supplementary and cultural material. In particular one recalls that German was the language chosen by the Corporation for the first in its series of multi-media courses for adults.¹⁷

With regard to future publication of materials publishers might, in addition to the points already put forward, wish to consider to what extent components of a course could be designed so that they are suitable for use independently and whether they could as a matter of course be made available for sale separately. Several publishers in fact already operate this practice; it does enable a teacher to

¹⁷ *Kontakte* (see paper 20).

purchase for example a reader or book of drills which he thinks would be useful but which belongs to a main course other than the one from which he is teaching. A further suggestion is that materials with visual and/or recorded elements might be presented in such a way that the course can be used satisfactorily without the supplementary visual and audio elements. Desirable though visual and audio aids certainly are, enquiries to the Centre indicate that financial restrictions in secondary and particularly adult education prevent some teachers from being able to buy complete recorded or audio-visual courses. A move away from the obligatorily integrated course towards a situation which encouraged optimum widespread use of materials would both perform a service to teachers and at the same time increase potential sales considerably.

We may therefore affirm with some confidence, particularly with reference to secondary and further education, that it is not for lack of published teaching materials that German is not more widely taught in the UK.

18. Problems and prospects in publishing

Robin Sawers
*Educational Publishers'
Council*

It would be idle to pretend that the problems involved in providing materials for German are vastly different from those associated with the publication of materials for any other commonly taught language. (One must not of course confuse these with the teaching problems, which are certainly different.) There is the difficulty of covering the 'O' level or CSE syllabus for a highly inflected language in three or even only two years without making a course too steeply graded for all but the most gifted; the danger of neglecting cultural aspects in the process; and the necessity of including information about four different countries if this is to be done properly. And at school level there is a great difference between French and German in the size of the potential market in the eleven to sixteen age range (between 3 and 4:1), but the German market is still large enough for a variety of courses to coexist quite happily and for the publisher who identifies a real need for a particular item to do very nicely! Admittedly one thinks twice before launching into the production of an exciting multi-media course with optional elements, as any new materials are bound to be far more expensive than the formidable competitors which already exist, and schools generally have even less money available for German than for French. As the second foreign language German is often the *Aschenputtel* although the situation is not as dire in most schools as is often made out, either with regard to the availability of money or of materials.

However, there is one area as yet unexplored which is something of a puzzle to the publisher. Is the lack of non-examination German in the eleven to sixteen range due to lack of materials or lack of interest? A very good case can be made for the teaching of German to pupils who drop French in the third or fourth year after several years of unsuccessful learning. Simple survival German could also form a language element in a European Studies course for such pupils. But the demand for such materials is difficult to quantify.

Moving further up the school and into the university, the publisher's problems become more acute as the market diminishes. But the advantage of French over German also decreases, so that these problems can no longer be considered as specific to German.

Firstly, in the sixth form we have the vexed question of the set texts. We have now reached the stage where it is no longer feasible for a publisher to bring out editions on a purely speculative basis. He must have some kind of undertaking or assurance from more than one examining board that the text in question will be prescribed before embarking on the production of an edition. But examining boards (or their Chief Examiners) are extremely reluctant to give any such

assurance, and over the last few years it has become increasingly difficult to obtain any kind of response to queries relating to particular texts. No new editions are likely to be published unless the situation can be improved. With new syllabuses on the horizon, requiring new books, the importance of such collaboration need hardly be stressed.

Secondly, there is the problem of difference of approach in the individual universities. What is practised (so they say) with great success in University A is dismissed with horror by University B. The result is usually no books, the publisher leaving the universities to do their own thing. They seem quite happy to produce their own material most of the time, but every now and again a lecturer will be aggrieved to have his favourite language teaching scheme rejected due to an unfavourable report from a colleague. However, this does mean a great deal of wasted effort for lecturers; are the requirements of the different universities so different? The search for a common denominator also involves editors in much fruitless effort.

There is one area however where a common need does seem to exist—the provision of courses for non-specialists (engineers, scientists, theologians, musicians and what have you). Some specialised vocational courses have been produced for this obviously limited market. But do these courses need to be specialised from the start? A common core with branching programmes for the different specialities (which generally differ only in register) should suffice. Then, if an approach acceptable to most universities and polytechnics could be found, and if this rather ill-defined market could be quantified, this kind of course might well see the light of day.

Courses for non-specialists are also needed in the sixth form, where there is an encouraging tendency for scientists, historians and others to continue with French or start another language, which is usually German. For such well-motivated students adult courses would generally be suitable such as the German *Deutsch 2000*¹⁸ and *Deutsch als Fremdsprache*¹⁹ which have the added advantage that they can be used with minimum teacher contact—a great help where there are teacher supply and timetabling problems. If a surrender value were required, the *Zertifikat Deutsch als Fremdsprache*²⁰ would provide a practical alternative to 'O' level.

To come to more general problems, money—or lack of it—is at the root of most of these. The consumer has only seen the beginning of the story as far as price rises are concerned. There is far worse to come as inflation begins to work its way along the line. Printing cost increases of ten per cent or more twice a year are a regular feature, while overheads are increasing even faster. Books which have not

¹⁸ Schäpers, R, and others *Deutsche 2000* Hueber, 1973-4.

¹⁹ Braun, K and F Schmölle *Deutsch als Fremdsprache* Harrap, 1975.

²⁰ Bianchi, M, and others *Das Zertifikat Deutsch als Fremdsprache* Deutscher Volkshochschul-Verband e. V. Bonn, Pädagogische Arbeitsstelle Frankfurt, 1972.

been reprinted for some years can only be reprinted at a very much higher price, and who can say whether they will continue to sell? Imported materials, on which language teachers often depend, are of course subject to double inflation. All of this means that the specialised book with a small sale is constantly being squeezed out because it is a bad publishing risk, unless it can be subsidised or guaranteed. And a publisher's idea of what is a satisfactory sale is going up because of cash flow problems—we like to print for not more than two years, so that precious investment capital is not bound up for too long and can be used for new projects, rather than money borrowed at high interest rates. Another factor affecting cash flow is the delay in payment for materials—most educational publishers are owed large amounts by LEAs, while printers and other suppliers insist on payment within 90 or even 60 days.

The answer, we are told, is to provide materials in cheaper forms—booklets with thin paper covers, workcards and worksheets, punched sheets for ring files, spirit duplicator masters, and so on. These are fine for certain purposes, especially exploitation, but it is doubtful whether they really work out any cheaper than more durable materials in the long run. But at least if they have to be replaced at regular intervals they will be replaced by updated materials—if the publisher is doing his job properly. And they are certainly here to stay, as a complement to the book rather than a replacement, and as a valuable component in the courses of the future, which are bound to be simpler for both teacher and pupil as a result of economic as well as pedagogic considerations.

19. The contribution of the BBC (schools)

A A Wolff

BBC Schools (Radio)

Historical Background

In 1974 the BBC celebrated the 50th anniversary of the start of educational broadcasting anywhere in the world. Right from the beginning modern languages were included in the timetable. French was broadcast on Friday afternoons—dictation and literature in alternate weeks—and the text of the broadcasts was printed in the *Radio Times*.

The first experiments in educational broadcasting were carried out as early as 1923. *Scholar's half hour* included talks in Spanish, French and German and later also in Norwegian and Italian, 'different stations catering for different needs', as John Reith wrote in the *Radio Times* on 2nd May 1924 under the heading 'Modern Languages by Wireless'.

The next significant involvement of the BBC in the teaching of German came in 1932 when a new series *German-readings in German poetry* was introduced. The pupil's pamphlet contained the following introduction:

'The Sub-Council has decided to include an experimental course in German in the programme of broadcasts for the autumn term. The lessons will be designed for pupils who have followed an intensive course in German for two years, that is, for pupils aged fifteen to sixteen. The lessons will be based on short simple poems, the aim being to stimulate interest in German studies.'

The twelve poems chosen for the broadcast were:

Joseph von Eichendorff	—	<i>Sehnsucht</i>
Joseph von Eichendorff	—	<i>Die zwei Gesellen</i>
Wolfgang von Goethe	—	<i>Der König in Thule</i>
Heinrich Heine	—	<i>Lorelei</i>
Justinus Kerner	—	<i>Der Wanderer in der Sägemühle</i>
Wolfgang von Goethe	—	<i>Erkönig</i>
Heinrich Heine	—	<i>Balsazar</i>
Wolfgang von Goethe	—	<i>Mignon</i>
Conrad F Meyer	—	<i>Die Narde</i>
Paul Heyse	—	<i>Über ein Stündlein</i>
Friedrich Hölderlin	—	<i>Die Nacht</i>
Conrad F Meyer	—	<i>Alle</i>

In 1933 another new German series was introduced, *Early stages in German*. A pupil's pamphlet of 32 pages (size A5) accompanied the series. The title page was not very elaborate. It stated simply: 'Broadcast to Schools—German—Autumn Term 1933'—price twopence. The introduction in the pupil's pamphlet said:

'During the period of office, the Committee have received a large number of requests for an elementary course of lessons in German designed for pupils in central and senior schools. A period having been assigned by the BBC for the purpose, the Committee have planned this new series of language lessons to be broadcast throughout the year 1933-4. The course for the autumn term will be conducted by Herr A Hermann Winter, and should be suitable for pupils who have been studying German for eighteen months. Herr Winter will be assisted by Fräulein M E Gilbert, and it is hoped that German boys and girls may occasionally take part in the lessons.'

These two series were broadcast right up to the outbreak of the Second World War. *German-readings in German poetry* was re-named in the autumn of 1935 as *German for fifth and sixth forms*. The early programmes were simple but effective. However, there was one significant change in German broadcasts for Schools in the late thirties. As more and more refugees from Hitler's Germany began to arrive and settle in London, the group of scriptwriters and actors in the German section expanded and programmes became more ambitious.

With the outbreak of the Second World War the German broadcasts for schools were discontinued. *Early stages in German* was re-started in the autumn of 1946 and re-named in the following year. It was called *Intermediate German* broadcast in the autumn and spring terms up to 1973. In 1948 dramatisations of literary works were included in this series; 1950 saw the introduction of the first radio family into *Intermediate German*. In 1957 *Nachrichten und Neuigkeiten* (which remained a regular and very popular programme) was added to the series. It is continued in the successor to *Intermediate German*, (in *Da sind wir wieder!*). The second German series was added in the autumn of 1961 and was called *German for sixth forms*.

Course material

Up to the early 1960s, modern language broadcasts for schools could be regarded as simple background studies. Their main aim was to introduce a variety of French or German voices to the pupils, and so bring the reality of France and Germany into the classroom. A limiting factor was that broadcasts could only be listened to 'live', the pupils could only hear the broadcasts once. Technical developments were beginning to change all that. The introduction of the tape recorder into schools and soon afterwards its widespread use were of revolutionary importance not only to the teacher and pupil, but also to the broadcaster. Another factor was a dissatisfaction with teaching methods that prevailed at that time; the spoken language suddenly became more important again. Audio-visual

teaching was the cry of the day. As on many occasions in the past, the BBC pioneered the development of new teaching methods. In 1964 the BBC broadcast its first modern language course *French for beginners*, written and produced by Raymond Escoffey. It was an audio-visual course consisting of 31 x 15-minute lessons and schools were encouraged to tape record the material and use it when convenient. The only financial outlay for the school was purchasing 31 filmstrips and, of course, the tape on which they recorded the broadcasts. *French for beginners*, a first-year course, was followed by *Allons-y* and *Nous voici*. This was a really revolutionary step in School Broadcasting; for the first time the BBC was offering a course from which pupils could learn a language.

In 1968 a similar venture was launched in German, the audio-visual course *Frisch begonnen...*, consisting of 20 x 25-minute broadcasts. Apart from twenty filmstrips, *Frisch begonnen* was accompanied by extensive teacher's notes and two pupil's pamphlets, *Leseheft* and *Lesebuch*. As the Schools Council project *Vorwärts* was by then also on the market, it was decided that *Frisch begonnen* was to cater for the thirteen year old beginner rather than the eleven year old who was catered for by *Vorwärts*.

Frisch begonnen is now no longer broadcast but the complete material is available on sale from BBC Publications—as is *French for beginners*.

Halb gewonnen!—an audio-lingual follow-on course—was first broadcast in 1971. It consists of twenty half-hour broadcasts, of which two are radiovision programmes. It is accompanied by teacher's notes and pupil's pamphlets. *Halb gewonnen!* is still being broadcast and the publications of the entire course are available.

The author of *Frisch begonnen* and *Halb gewonnen!*, Stephan Kanocz, has rendered a great service to the teaching of German in this country. He has provided a very modern and up to date course, which incorporates the findings of most of the linguistic research which was available at the time of writing. It incorporates suggestions for modern testing methods; the two radiovision programmes concentrate on 'Deutschlandkunde' which is not often available from other sources.

Other current output

Apart from the course material already mentioned there are three German series which are currently broadcast in the Schools output.

Deutsch für die Oberstufe (known from 1961-1969 as *German for sixth forms*) is now broadcast during the autumn and spring terms, 20 x 20-minute broadcasts. This series is designed for students following advanced courses in German, and its chief aim is to give opportunities of listening to spoken German. Up to 1975 it was accompanied by a well illustrated pupil's pamphlet of 32 pages containing German introductions to the programmes, the full text of poems and

dramatisations and in some cases selections from the interviews broadcast in the programmes. As from the autumn term 1975 teacher's notes (twelve pages only) have replaced the pupil's pamphlet; they are not illustrated and do not reprint the text of dramatisations.

German for sixth forms/Deutsch für die Oberstufe has undergone many changes in the fifteen years of its existence. The most noticeable one perhaps is the emphasis it lays on the contemporary scene in the German-speaking countries. When we look at the programmes broadcast in the autumn terms of 1961 and 1975 we can see the difference. Of the twelve broadcasts in the autumn term 1961:

- Six dealt with literary themes
- Three with historical themes
- Two with contemporary life
- One was 'Nachrichten und Neuigkeiten'.

The ten broadcasts in the autumn term 1975 dealt with:

- One musical theme
- Three literary themes
- Five themes from contemporary life
- One 'Nachrichten und Neuigkeiten'.

As can be seen, the emphasis has definitely shifted away from literary themes to those of contemporary life; and these programmes are built around actuality material recorded in Germany, Austria or Switzerland.

For many years *Deutsch für die Oberstufe* was only broadcast during one term in the year. When in 1973 a second term was added to the series, it was decided to use the spring term for broadcasting material more suitable for the lower sixth, ie students who have only just started their advanced studies. As far as can be judged from reports from schools, the scheme seems to be working fairly satisfactorily, although now and then a spring term broadcast is linguistically more difficult because of the subject matter it deals with. The spring term now also includes one radiovision broadcast.

Da sind wir wieder is the successor to *Intermediate German* and is intended for pupils aged between fourteen and sixteen, in their third year of German. We hope that the programmes are suitable both for 'O' level and CSE classes (and their equivalent stages in Scotland). The series is accompanied by teacher's notes and a pupil's pamphlet. The teacher's notes have up to now contained the full text of the broadcasts together with follow-up material. The pupil's pamphlet is well illustrated and contains multiple-choice tests and crossword puzzles.

Apart from dramatisations of literary works *Intermediate German* concentrated on the life of a German family, thus bringing everyday events from Germany and Austria into the classroom. *Da sind wir wieder!* tries to do the same, but not through portraying life in a family, but life at an imaginary radio station in

Germany, called 'Zentraler Deutscher Rundfunk'. So far, ZDR has been broadcasting from 'Studio-Aachen', and listeners to the series should by now be fairly familiar with the town and its surroundings. It is hoped to move to other places, and listeners may soon hear ZDR broadcasting from 'Studio Berlin', 'Studio Wolfsburg' or any other place in Germany.

The primary aim of the series is again to give practice in understanding spoken German. One of the spring term broadcasts is a radiovision programme.

In Germany is a relatively new series, in its second year of broadcasting. It consists of ten programmes—fifteen minutes in duration—broadcast in English during the autumn term. It is meant for twelve to fifteen year olds and it aims to instil fresh confidence in pupils who have done one or two years of German but have made rather slow progress. The topics for this series set out to stimulate interest in Germany and the German-speaking neighbour countries in Europe. They deal with present-day life in these countries and are presented in a dramatised or magazine form. There is a two or three minute German 'module' at the end of each broadcast, which contains 'survival-kit' type of language which can be used for comprehension purposes. The ten programmes are accompanied by teacher's notes, a pupil's pamphlet and a filmstrip which adds colour to the black-and-white illustrations of the pamphlet.

Language, accents and speed

Although there are many records, tapes and even cassettes containing spoken language available to schools today, radio still has many advantages. To start with, it is the cheapest means of bringing authentic German or French into the classroom. It offers variety, richness, colour and immediacy, which so far have not been surpassed. This is especially true for a minority subject—like German—where commercial firms see little possibility of profit margins. Here then is a field where the broadcaster can work more or less unchallenged by commercial firms. Because of this unique position the broadcaster has a special duty to use his position with the greatest care and responsibility, responsibility both to the pupils as well as to the teachers. What are the philosophies behind the choice of language, local colour and speed in the series we broadcast?

Course material, especially for beginners, must be carried by *Bühnendeutsch*, well spoken and enunciated. The speed must, if anything, be slow, but not unnaturally slow. Word endings must be clearly heard. The phrases and expressions must be natural, such as would be used by people speaking 'ein gepflegtes Deutsch'. Both *Frisch begonnen* and *Halb gewonnen!* use these criteria.

Da sind wir wieder! When pupils have been brought up on language as described above they can be introduced to a slightly more colloquial, more natural language in their second/third year of studying the language. As this series is dramatised, actors must speak naturally 'in character'. In television and in films the difference between a 'Strassendieb' and a 'Polizeibeamte' can be seen. In radio this difference must be heard. The colour of the different regions can be

gently introduced at this stage, as pupils should begin to realise that there are many varieties of German spoken in the German-speaking countries. But the word 'gently' must be stressed in this context. As far as speed is concerned the language should now slowly approach the natural, but err, if err it must, on the slow side.

Deutsch für die Oberstufe The different type of programmes in this series will require different treatment. Studio-produced introductions to the various programmes should be spoken in *Bühnendeutsch*, clear and not too fast, because they introduce a variety of different subjects, using different, sometimes rather difficult vocabulary necessitated by the subject under discussion. The actuality material recorded in Germany, Austria or Switzerland can and must show the local colour and richness of the language, though dialect would not be permissible even at this stage. The interviewers try to choose interviewees carefully, but they would do a disservice to schools if they only chose people speaking 'ein gepflegtes Deutsch'. Surely this is the time and the place when our sixth formers must be fully aware of the difference between *Bühnendeutsch* and German 'as she is spoken' in Germany. When they do go to Germany they will have to understand not only the actors on stage but the man in the street answering their enquiries about how to get to such and such a place. With the help of the tape recorder they can practise and prepare for 'the moment of truth'.

Reporter or Berichterstatter The language used in the introductions to actuality programmes but also in other programmes ought to be as authentic as possible. German is a living language which changes and goes through phases which sometimes offend the ear of the purists. The criterion here ought to be to reflect the natural, as long as it is correctly used. If in 1975 the Germans used the word *Reporter* for something they would have called *Berichterstatter* 30 years earlier, we also ought to use *Reporter* and leave the *Berichterstatter* in the written documents of 30 years ago.

Radiovision

This term has already been used several times. What is radiovision? Basically it is a coloured filmstrip sold to schools and a programme broadcast and tape recorded by schools. Through sound and vision a more vivid image can be created in the minds of the listeners. If compared to television it has the disadvantage that the pictures do not move—but it also has many advantages. The pictures or the tape can be stopped and either can be exploited in depth—not to mention the fact that it is very much cheaper than television, both to the BBC and the schools which use it. It can be easily stored and used in the classroom whenever required. Although filmstrip and broadcast are one unit and are meant to be used together, they can be used separately, especially the filmstrip; a broadcast accompanying a filmstrip may be aimed at sixth form level but the same filmstrip can be profitably used with a class of beginners if the teacher provides his own commentary and explanations.

The first tentative steps in radiovision were taken not so many years ago, in 1964. Modern languages used this new technique right from the very beginning, *French for beginners* and later *Frisch begonnen*. . .—but both were audio-visual courses and the filmstrip played a special and particular role—conveying new vocabulary, new concepts.

The normal use of radiovision was introduced in German series in *Halb gewonnen!*, which included two programmes of radiovision: 'Wir sind durch Deutschland gefahren' and 'Münster und Münsterland', which are simply 'Deutschlandkunde in Bild und Wort'. Since 1973 we have been allowed to include radiovision in our series *Deutsch für die Oberstufe* and *Da sind wir wieder!* The output up to date is as follows: *Deutsch für die Oberstufe* 'Schleswig-Holstein', 'Burgenland' and 'Berlin'; *Da sind wir wieder!* 'Im Ahrtal', 'Der Schwarzwald' and 'Die Mosel entlang'. Reports received from schools so far indicate that teachers find our radiovision broadcasts very useful and are encouraging us to produce more of these programmes.

Publications

The first pupil's pamphlets were published in 1926. They were perhaps simple if compared with similar pamphlets of 1974. Yet they fulfilled a useful role; they were a visible link between the broadcasters and their audience. Gradually more and more pamphlets were published, not only pupil's pamphlets but also teacher's notes containing explanations and suggestions for using the programmes in the classroom.

In modern languages the teacher's notes for some series contained the full text of the broadcasts. In recent years they have also included suggestions for follow-up material which can be used in the classroom. It is important to emphasise that these are only suggestions and teachers can supplement them with their own material.

Pupil's pamphlets are, on the whole, regarded as very helpful to the pupils. One aspect which has especially been appreciated both by teachers and pupils was the pictorial material contained in these pamphlets. Our great advantage was that we could publish very up to date material, eg something very spectacular happening in Hamburg in April could be on the pupil's desk in September. Unfortunately, economic circumstances have forced us to restrict the publishing of these pamphlets, and as far as German is concerned we have only been able to publish them with the *Da sind wir wieder!* and *In Germany* series and even so we had to reduce the pamphlets in size. A regrettable step, but a necessary one. We hope to restore our publications the moment the economic situation allows it.

As mentioned above, radiovision programmes are accompanied by filmstrips and radiovision notes which in most cases contain the full text of the broadcast. So far we have not been asked to cut down on these.

Future trends

We hope to continue with our present output for many years to come. We will adapt and change our broadcasts to suit the educational requirements of the moment.

In some of our series we hope to cooperate with other departments within School Broadcasting, eg a geography series could be linked with a modern language series; the same filmstrip could be used by more than one department in the schools.

Through our Education Officers in the field and also through the many school visits we undertake ourselves, we hope to be in constant touch with what goes on in the classroom. But the teachers too, have a role to play in this respect; by reporting on our programmes, the bad ones as well as the good ones, they will help us to broadcast material which will be suitable and helpful to their pupils. School broadcasting is team work. It can only be fully successful if everyone in the team cooperates. This sentiment was voiced as long ago as 1934 when the introduction of *Early stages in German* said:

'The success of broadcast lessons does not lie in the hands of the broadcaster alone; a very great deal depends upon the willingness of the teacher in the classroom to cooperate with his colleagues at the microphone.'

Postscript

The listening figures for 1974/5, published mid-November, came too late to be included in this paper. However, since the picture of the teaching of German in the UK which emerged during the Colloquium, seemed, on the whole, to be a rather gloomy one, it is interesting to note that our listening figures would indicate a brighter prospect for German, at least at 'A' level stage. Our sixth form German series *Deutsch für die Oberstufe* shows an upward trend. Here are the figures for the UK for 1972/3 and 1974/5:

	Schools	Classes
1972/3	461	714
1974/5	755	1313

The figures for Scotland alone for *Deutsch für die Oberstufe* look even more encouraging:

Estimated percentage of secondary schools taking series in autumn term

1970	1971	1972	1973	1974
11.1%	14.9%	13.4%	18.9%	23.4%

20. New developments in
broadcast language
teaching (further education)

Edith R Baer

*BBC Further
Education Radio*

October 1974 saw the start of *Kontakte*, Britain's first combined radio and television language course and a major new venture in broadcast language teaching. It was designed as a first stage for the home based learner as well as for students in colleges and institutes of further education. The second-stage course, *Wegweiser*, the radio follow-up to *Kontakte*, was transmitted from October 1975 to March 1976.

After detailed joint planning and preparation by the BBC's Further Education departments, this 25-programme multi-media course emerged with some important innovatory features, viz:

- It was based on a functional-notional syllabus.
- Filmed and recorded actuality was used as the core material.
- The various course elements—television programmes, parallel radio programmes, course books, LP records (or tape cassettes), film strips, tutor's notes—provided a flexible learning package.
- Linked classes were organised on a major scale.
- Students could take a voluntary achievement test based on the content of the course.
- Travel bursaries were offered to the six most deserving students.
- An evaluation project was set up to assess the effectiveness of the course.

Kontakte has been described as a 'contact-making kit'—to enable adults of widely varying ages, ability and linguistic background, to make contact with Germany and German-speaking people. Its primary aim is to teach students the kind of language that will enable them to communicate in a variety of common situations and social contexts which go beyond the purely tourist level and to familiarise them with the country and its way of life in visual and aural terms. The syllabus is consequently based on the premise that the learner will need to ask questions and understand the answers, that he or she will need to initiate speech, be able to respond to initiatives from native speakers, exchange personal information and handle 'social' language. The syllabus expresses the aims in behavioural terms, eg the students should be able to greet people, to accept and offer hospitality, to ask their way around, to buy things, to talk about themselves. These language functions are taught within the context of the everyday situations students are most likely to encounter when visiting Germany.

The language items selected and presented in the course are determined by these aims. Though they follow no systematic grammatical progression, they form a carefully built up linguistic development. The active language the student has to acquire is strictly limited, while the language presented for comprehension only is more free-ranging, and each teaching unit progresses from simple exchanges to more complex dialogues included for pure gist understanding. Throughout the course the overriding consideration in the selection of language items is that sentences should be as simple as possible, that language items can be re-combined in order to make up different sentence patterns, and that they can be used in a variety of situations.

The main emphasis in *Kontakte* is on the acquisition of the listening and speaking skills. Reading, though not considered a primary objective, but a worthwhile skill contributing to the language learning process in general, is inevitably practised through the material included in the course books. Writing at this beginners' stage is of minor importance.

The gathering of authentic speech material

To ensure the greatest possible degree of authenticity in the spoken language presented a joint production team went to Germany to film and tape-record examples of 'real' speech, not with actors, but with ordinary people of all age groups as they went about their daily lives—in shops, in the street, in places of work, in their homes. To avoid the extremes of dialectal speech, the main areas selected for filming and recording were Hannover, Celle, Münster and Düsseldorf.

Kontakte does not claim to present completely natural or spontaneous speech. The recording or filming situation in itself makes this an impossibility. The producers had of necessity to explain to the participants the purpose of their recordings, to ask them to speak clearly and simply, and to suggest to them some of the key phrases the students were expected to learn to speak. For example, when collecting material for a programme on shopping the shoppers were requested to use 'ich möchte' to ask for what they wanted and to enquire the price with 'was macht das?'. To what extent the language was controlled varied from situation to situation, and from person to person, but in many of the common situations eg asking the way, booking a hotel room, buying a railway ticket, the language was predictable and required little control over and above the initial explanation. What can be said is that the texts were never scripted, that the final result was always language produced by ordinary people in given situations, that the structures and vocabulary of the outline syllabus were always open to amendment in the light of what native speakers actually said.

Roles of the media

In selecting and evaluating the material collected in Germany the radio and television production teams worked in close association to ensure that the programmes on both media contained similar, though not identical, core material. The resulting basic teaching dialogues were printed in the book, considered to

be the essential element in this multi-media course, the catalyst and major unifying link between the programmes.

The radio and television programmes were in pairs and transmitted in parallel each week. They were designed to reinforce each other so that two programmes did not mean double the work load but rather more ways in which the same basic language could be exploited. While being fully complementary they had to be independent and complete in themselves—as clearly not all our students would be able to watch *and* listen every week, and some might be unable to receive both media.

The television programmes give students the visual background to the country and its people. They are entirely in German, and the filmed actuality is contrasted with scripted stylised studio sequences, which further exploit the same language. Each programme contains a mini documentary designed to throw light on some aspect of life in Germany today and to train specifically the skill of listening comprehension.

The radio programmes concentrate more on the sound and idiom of the language. They use a minimum of English. They contain more practice material than the television programmes, though no scripted studio 'scenes' as such; all the dialogues heard are actuality recordings and listeners are invited throughout to follow the texts in the book as they listen. As with television there is a section in each programme devoted to training the skill of listening comprehension and aiming to give a broader view of Germany and its people through more extended interviews.

Assessment test

An optional achievement test, linked to the course, was devised and administered by the University of Cambridge Local Examinations Syndicate. This voluntary test, open to home and class students, provided each candidate with an objective assessment of his attainment, giving a profile on a five-point scale. 2,500 candidates took the first test in May 1975, and after a thorough process of assessment and interview the six who were deemed to have 'derived most from the course' were awarded travel bursaries by the Government of the Federal Republic of Germany to spend a fortnight in Germany pursuing interests of their own choice with all expenses paid. The winners of the bursaries reflected both in age and background the broad spectrum of language learners who follow BBC language courses. It is an interesting coincidence that half the bursary winners were students who had attended classes and half were home based students who had used only the broadcasts and the support materials.

Evaluation

To test the effectiveness of this major new venture both in relation to the home based student and in relation to the student attending classes, an Evaluation Project, financed partly by a grant from the Government of the Federal

Republic of Germany was set up at Brighton Polytechnic. Initial findings are encouraging. In the series of tests administered at regular intervals throughout the course, results in all skills were high. Some scores were over 90 per cent and at no point did mean scores fall below 50 per cent. Performance in the skills tested differed widely in the first half of the testing period but mean scores for the final test were uniformly high. Where students took both the internal tests and the Cambridge Achievement Test results were broadly comparable. An attempt has also been made to discover why some students failed to complete the course. The three main reasons given were not deficiencies in the course but personal reasons: difficulty in finding time for preparation and follow-up, pressure of work, inability to follow *Konakte* on a regular basis.

Problems

Producing a multi-media course of this nature and complexity gives rise to questions, some unique to the broadcasting situation, some applicable to courses in general:

1. Can the spoken language serve as a realistic basis for the more advanced study of German?
2. In a course based on actuality recordings should beginners be exposed to the minor inaccuracies and dialectal forms of everyday speech or should the language be artificially controlled?
3. Is there a place for grammar in a course following a functional-notional syllabus?
4. What level of competence can the average adult student be expected to reach at the end of three broadcast years?
5. How can broadcast courses best compensate for the fact that radio and television are one-way types of communication?
6. How can the study of German acquired through the media be carried further? What more can be done to further the teaching of German in adult education?

Section seven: Educational visits and exchanges

21. The study of German in the United Kingdom: the exchange factor

James Platt

Central Bureau for
Educational Visits
and Exchanges

This paper is based on notes drawn up at the request of the German Authorities in June 1975.

It is widely felt that one of the reasons for the decline in the study of German in some parts of the United Kingdom is the change to comprehensive schools in those areas. The study of modern languages as a whole is the subject of considerable discussion, as is the place of a number of other hitherto readily accepted features of the curriculum. French now predominates as the only, or main, language taught to a degree unknown in former times, and in some districts French itself has an uncertain future.

Yet there are hopeful signs. The number of requests from schools for the services of German Language Assistants doubled in the period 1967/68 to 1973/74. To isolate one statistic that is particularly encouraging, Scottish schools asked for 50 per cent more German Assistants for the academic year 1974/75 than for the previous year. The new BBC course *Kontakte* has sold an unexpectedly high number of course books. Many further education colleges and polytechnics now have lively German departments. Hundreds of polytechnic students have chosen CNAA degree courses which add German to another main subject (engineering, business studies, marketing, etc) and which require them to spend from three to twelve months working in Germany as an essential element in the course. The Scottish *Aberlang* scheme gives one month's training in firms in Germany to graduate bilingual secretaries, and ways of extending the scheme are under active consideration. The demand for places as British Assistants in Germany shows no sign of diminishing. Forty-five new school links were negotiated by the Central Bureau during the school year 1973/74. Several Local Education Authorities also began new links with *Länder*, *Regierungsbezirke*, *Kreise* and *Gemeinden* as part of a programme of intensified contacts for pupils, students, non-student youth and adults.²¹

Pessimism sometimes characterises the discussion in teachers' associations and German language departments. But is it really justified, when interest in the

²¹ This trend is continuing in 1975/76, but a dark cloud looms as LEAs begin to cut German Assistant posts along with the many other cuts the education service is having to make.

German language is the basis for the developments mentioned on the previous page? Might it not also be true that the study of German may be undergoing a change which will eventually strengthen it—given appropriate support from central and local authorities in Britain and the Federal Republic? A change from its previous status as a 'second foreign language' in what was always a minority of secondary schools, to a new status as a sought-after language of industry, commerce, science, technology and politics as well as that of culture.

If this hypothesis is only partly correct, is it not timely to look for ways in which the study of the German language, civilisation, culture and country can be given better support by central authorities and the interested specialist associations?

This is not the place for a consideration of all the help that has been given and is given, but the contributions of the Embassy of the Federal Republic of Germany in London, the Goethe-Institutes, the Association of Teachers of German and the Conference of University Teachers of German in Great Britain and Ireland merit special attention. Each is in a good position to assess the kind of help in terms of finance, personnel, materials and visiting lecturers and exhibitions that would best bolster its work in Britain; it would be presumptuous to make suggestions on their behalf. However, in schools and elsewhere there is a feeling that overall more might be done by the Federal authorities in Germany to strengthen if not to extend the excellent work done by the Embassy, the Goethe-Institutes and the interested associations.

What particularly concerns the Central Bureau for Educational Visits and Exchanges, the governmental agency responsible for the general development of educational contacts, exchange and interchange with other countries, is the further support that could usefully be given to those initiatives with which the Central Bureau itself is directly connected as the administrative agent, or as an adviser, negotiator, convenor and information resource. The following suggestions are put forward for discussion:

—Further encouragement could be given to the Pädagogischer Austauschdienst (PAD) to stimulate more applications for German Assistantships in Britain. For some years the recruitment of German Assistants has fallen far below the number of posts on offer in British schools and colleges; for 1975/76 the final figure was a net shortage of about 350 (ie over 1,200 posts in the UK with, to fill them, about 850 in total from the Federal Republic of Germany, Austria and Switzerland). This has led to widespread complaints (often misguided) directed at the Central Bureau from the British education authorities. It is indeed paradoxical that at a time when the study of German is threatened, too few German-speaking Assistants can be found (despite greatly increased nominations by all countries), even though the majority of those who come as German Assistants (most of them destined to become teachers of English) return to the Federal Republic with a high degree of satisfaction and professional stimulation. In this connection, the current endeavours of the PAD are much appreciated, as is all its excellent work on behalf of British-German educational exchange.

- Preparation for the Assistant year is important. The Central Bureau cooperates closely with many institutions in courses for training British Assistants (and itself organises several). It would be appreciated were the PAD able to contribute still more to this work. There should also be a multinational working-group meeting at least annually to discuss recruitment, training methods, teaching materials as well as questions of utilisation in the classroom, welfare, social contacts and private study. (Numerically the most important countries are Austria, France, Germany, Spain, Switzerland, Italy and the UK.)
- For several years Britain has financed more than twice the number of Assistant posts offered to British candidates by the Länder, yet the study of English in German schools is on a scale at least twice as great. This poses many problems for the British side. At least fifty more posts for British Assistants are sought by British universities, polytechnics and colleges of education, and it is hoped the Ministries of Education of the German Länder can be encouraged to make them available since they benefit eventually from the posts offered by Britain.
- The German Ministries of Education could be encouraged to see the schemes mentioned in these recommendations as part of the growing pattern of British-German cooperation throughout the education systems of both countries. It is unrealistic to separate one element from this pattern and concentrate all one's resources on it; equally unrealistic to put it on one side in the hope that its absence will not affect the general pattern of cooperation. One scheme gains from another, and whilst there will continue to be cycles of activity in which a particular scheme will be a success for a few years, then be overtaken temporarily by other schemes, there is an essential inter-relationship which should not be ignored if British-German cooperation is to retain the vitality which both sides undoubtedly seek. It would be helpful, therefore, were meetings to take place on this subject, involving educational exchange experts in the two countries. One item for discussion should be the arrangements made through a private agency for the supply of British teachers to schools in five Länder. This scheme is efficiently run, evidently suits the needs of the five Länder for the present, and is also attractive to British teachers wishing to leave their British school for a spell abroad. However, it has accidentally had a deleterious effect on participation in the official teacher exchange and interchange schemes. The official schemes are financed by the Government as a contribution to the in-service training opportunities open to British teachers of German. Participants not only improve their knowledge of Germany, its language and people but also on their return use their new contacts as a basis for developing school and college links and exchanges. This in turn stimulates an interest in German language and literature and a more general concern for the Federal Republic, its industry, economy, politics and future. Those who go privately and return to a British school can of course be expected to react in the same way. However, the officially-established Working Party on Teacher Exchange has pointed out that the private scheme may constitute a drain on the strength of the German teaching force in Britain since it has no reciprocal element. There is need for more consultation in these matters; from this may come a better understanding of the role the exchange scheme can and should play in British-German cooperation.

- British polytechnics and technological universities have introduced many combined studies courses and non-language courses which encourage students to spend from three to twelve working months in German firms and offices. It is universally recognised that a minimum level of linguistic competence is a prerequisite both from the point of view of the student and of the employer, and there is a growing awareness of the need to provide special-purpose language courses geared to the students' technical terminology. A Standing Conference on Overseas Placements and Exchanges (SCOPE) has been established in Britain under the aegis of the Central Bureau, and it now acts as a national forum for the institutions and the many interested organisations such as the International Association for the Exchange of Students for Technical Experience (IAESTE), Association Internationale des Étudiants en Sciences Économiques et Commerciales (AIESEC), both of which have their UK headquarters at the Central Bureau. The Zentralstelle für Arbeitsvermittlung, the Carl Duisberg-Gesellschaft and DAAD have been very helpful in this placement work, and a meeting of the several agencies and industrial interests should be held to determine how cooperation with SCOPE can best take place. Several hundred placements are now made in Germany and more will be needed, but the situation in Britain has been very difficult hitherto. It is likely that IAESTE will play a larger part in this work in future, now that its interests are spreading into termtime placements. Industrial and commercial placements are of course of great importance not only to the study of the German language but also because of their impact on cooperation in trade and commerce.
- The Central Bureau is setting up a programme for young people in the age range of approximately eighteen to twenty-five years to enable them to spend six to eight months working in Germany (or France) in offices, firms, stores, etc. This placement will be preceded by careers guidance and orientation and language training which will continue for the duration of the placement. It is hoped that many young people who would not otherwise have thought of studying German will be motivated to learn the language by using it in a working context. A similar scheme will operate for young Germans coming to Britain. This Community Education Abroad programme will be initially centred on a small number of colleges of further education in Britain which will provide the focal point for outgoing and incoming participants. Modest levels of funding for this type of scheme can open up valuable education and training opportunities in both countries.
- In January 1974 the Central Bureau introduced a new scheme called the 'Intensive Study Visits Scheme' through which sixty administrators in schools and higher education, and heads of secondary school German departments are financed to make visits of one, two or four weeks to schools and colleges in the Federal Republic. Very careful preparations have been made and the enthusiasm of the participants and the helpfulness of their German hosts are already having a good effect on links and exchanges. In return, since the German authorities have not yet been able to arrange similar finance, the Central Bureau has been arranging for groups of German teachers to come to Britain on other programmes. These 'Hospitation' visits appear to have proved popular as well as constructive and it would be useful to discuss how this form of cooperation

may be extended. The customary short and inevitably superficial 'study tours' have some value too, but intensive visits—conducted as they are on a professional basis—can exert an influence far deeper and more lasting than that of a 'study tour', since they offer opportunities for a detailed study of methodology and materials, and for the development of good personal contacts.

The Central Bureau arranged a 'German Education Day' in October 1974. It was attended by 140 teachers of German and administrators; nearly 100 would-be participants had to be disappointed due to lack of space. Delegates found it valuable to discuss new developments in the German school system with experts from the Federal Republic, and there was a sign of the malaise that is supposed now to characterise the study of German in Britain. An annual session of this kind and a three-day course on the whole system were requested by those attending as the first priorities. It is suggested that consideration be given to this in German official circles. The European Commission made a generous grant towards the cost of the Day, but further financial aid would have to be ear-marked for other EEC member nations, and the Central Bureau must turn its own resources towards other countries' systems too. If the idea of an annual German Day or residential courses on aspects of German education is supported by the central authorities in Britain and Germany, some form of financial assistance will be needed. The Central Bureau would be glad to help to organise either.

The new interest in Local Education Authority links with the Federal Republic is evidenced by the efforts of such as Leicestershire (Saarland), Hertfordshire (Rheinland-Pfalz) and Renfrewshire (Kreis Herford). Such links are of importance as they reveal a continuing determination at top level to intensify contacts with Germany. The Central Bureau, the British Council and the European Commission have all helped to advise and finance such negotiations, and Central Bureau schemes will be part of the machinery of development in each case, just as they are for the longer-established links, many of which continue to flourish. The Central Bureau hopes to organise a conference on these links and would welcome the support of the German authorities. A similar conference on French links has already been held.

Despite the continuing success of the school linking scheme, under which the Central Bureau last year arranged forty-five new links with the help of the PAD and the Länder, British schools need more encouragement to link. The demand for links more or less demonstrates the imbalance in the study of the other country's language. There are usually many German schools waiting for a link. The subsidised visits to Berlin are useful stimulators, as are the 'Wir Entdecken Deutschland' bursaries. These, however, could well be extended. More thought, also should be given to 'non-language' links for the British schools, many of which do not teach German. This could be an investment for the future, as visits at school level may well encourage young people to take up German at a college of further education, polytechnic or university, where it is increasingly being offered from scratch.

There are some useful publications for British students, teachers, youth and

pupils interested in visiting Germany, but none which sets out to define the ways in which the study of German can be associated with other activities. The publication, *International Meetings in Germany (Studienkreis für Tourismus)*, comes nearest to meeting this need, and SfT could perhaps discuss editorial cooperation with DAAD and PAD in order to publicise those opportunities which are best suited to British students and teachers. The efforts of the PAD and the Land authorities in offering German language courses to senior pupils from Britain are gratefully acknowledged. British LEAs, the Council for International Contact and the Educational Interchange Council have all acted as partners for the PAD in this important aspect of German language study. The Central Bureau and British Council act more on the information and advice side, and as linking intermediaries, although the Central Bureau also assists with the technical side of courses and travel, and with the recruitment for a number of related British-German activities.

It was mentioned earlier that five Länder (Bremen, Hamburg, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz) currently accept British teachers from a private agency—the Centre for British Teachers in Europe Ltd. Bavaria, however, asked the Central Bureau for help in recruiting British teachers for a similar purpose, and a regular scheme now operates within the official interchange arrangements. There is no wish on the Central Bureau's part to duplicate the Centre's work in the five Länder, but other Länder might find it useful to discuss whether they would like help in recruiting British teachers. Each Land will wish to make up its own mind as to the best basis for recruitment. The Centre's programme offers advantages which are well enough known in Germany. The official machinery provided by the Central Bureau can give much the same service free of charge to the Land. The Central Bureau's assistance would be given on the assumption that such experience—provided it is integrated into the British teacher's career and in-service training programme—is a valuable attribute not only to his professional competence but also to his role as a multiplier of exchanges for pupils, students and teachers-to-be. (It should be said that the Centre's work has the same effect on those who return to the British system.) The Central Bureau's involvement would also ensure an extension of its offer of services to German teachers and administrators wishing to study the British school system.

Significant progress could be made if the need to provide in-service training for German teachers of English was given equal priority with the unilateral recruitment of British teachers to solve a (hopefully diminishing) staffing problem in Germany.

The term-time release of school groups wishing to visit Britain, a more flexible attitude in certain Länder *vis-à-vis* release for German teachers coming to Britain on 'Hospitation' visits and more support for school and education authority links would help create the right climate for growth.

To summarise, the foregoing points are restricted to those aspects of German-British educational cooperation with which the Central Bureau is directly

associated. These notes have not been concerned with the extensive and invaluable work of organisations such as the Goethe-Institut, the Association of Teachers of German, the Anglo-German Association, the Council for International Contact, the Educational Interchange Council, nor yet of the British Council which through its regional offices in Germany is linked with and actively supports many of the programmes mentioned.

- The recruitment of German-speakers from the Federal Republic, somewhat under 700 for the academic year 1975/76, for Assistantships in Britain should be increased to keep pace with British requests for German Assistants (1,208 for 1975/76).
- There should be more cooperation on the training of language Assistants.
- The Länder should be encouraged to provide more posts for British Assistants.
- There should be discussions about the overall pattern of British-German educational cooperation, and about the role of each of the major schemes.
- Regular assessments should be made of the number of student industrial placements needed in Germany and in Britain, and procedures for bi-national cooperation agreed.
- The Community Education Abroad pilot programme should be centrally funded as a useful extension of further education provision in the two countries.
- The Intensive Study Visits/'Hospitation' schemes should be extended.
- Consideration should be given to meeting requests for annual or biannual 'German Education Days' in different parts of the United Kingdom, and the running of a residential course on aspects of the German education system, for linguists, comparative educationalists and administrators.
- Support from the German authorities for a conference on educational links and exchanges with the Federal Republic would be welcomed.
- School links and the development of 'non-language links' should be encouraged as a basis for stimulating interest in the German language and to promote visits to Germany by British schools.
- A special publication on activities in Germany and Britain of particular interest to students and teachers of German could be considered.
- The opportunity for those Länder not at present receiving British teachers on a unilateral or exchange basis should be publicised, and the value of interchange between the two systems emphasised.
- More support by certain Länder for in-service training in Britain for German teachers of English, coupled with the existing official and private schemes, would reinforce and extend the present pattern of British-German cooperation and interchange in the educational field.

22. The Centre for British Teachers in Europe Limited

T L Marsters

*European Association
of Teachers (United
Kingdom)*

The European Association of Teachers is an organisation whose object is to spread the concept of a community of Europe throughout the schools of Europe. The United Kingdom section of the association is very active though small, numbering about 300 members, including some eminent academics and politicians. Other countries have a membership that is larger eg the Federal Republic of Germany (nearly 2,000) and Italy (nearly 10,000).

The following papers embody the contents of a talk given by the author at a meeting of the United Kingdom Section.

German teaching posts in Britain

The Centre for British Teachers in Europe (Germany) Limited, recruits and employs British teachers to teach English as a Foreign Language for one or two years in German secondary schools of various types. At present roughly 500 of them are working in five Länder, of whom about half leave each year, the great majority seeking teaching posts in Britain. Since nearly all were originally teaching modern languages in Britain, particularly German, they want to resume their work, though expecting better promotion prospects.

The Centre has a Resettlement Department (to which I am adviser), whose function it is to give returning teachers advice on educational matters in general and to help them, where possible, to obtain teaching posts. The Times Educational Supplement has long been the regular source of teaching vacancies, though other specialist periodicals also advertise teaching posts. My responsibility is to make personal contact with educational bodies with a view to getting regular lists of job requirements. Having also got from the returning teachers *their* job requirements, the Resettlement Department tries to match up the two sets of requirements, and voluminous contact-making ensues, the great bulk lasting from the beginning of March to the beginning of July.

Over the last few years in England, Scotland and Wales certain trends have become very evident to the Resettlement Department, in connection with the jobs notified to it. Supporting figures are available, but are not included in this introductory paper. The trends are, speaking generally:

-The position of modern language teaching, and particularly German, is patchy in the country as a whole. German seems to be taught in the North-West, parts of the South, and scattered areas in the Midlands and in the North-East.

- There is a continuing diminution in the number of teaching vacancies in schools for German alone. They are now few and far between, and apply mainly to years four and five in the 'average' secondary school. Other than vacancies for French only, the usual requirement is for French with some German.
- The number of part-time posts for the teaching of German (and of French) is increasing.
- By far the greatest number of teaching vacancies in modern languages are to be found in big cities, eg Liverpool, and particularly in Scotland (which appears desperate).
- More returning teachers are enquiring about teaching posts in German in further education, because they do not want to teach in comprehensive schools again. Since further education establishments seem to have considerable independence in the advertising of teaching posts, the Resettlement Department has great difficulty in trying to help the returning teachers.
- Despite the critical comments recently printed about primary school French, French continues its stranglehold over other modern languages in the secondary school timetable.
- Obviously teachers offering German *without* French are unlikely ever to become Heads of Modern Language Departments in schools in Britain. Schools should make intending teachers aware of this.
- Returning teachers prefer the markedly oral approach to teaching modern languages and the adherence (from Gymnasien) to a carefully defined scheme of work.
- Returning teachers who have worked in Berufsbildende Schulen (Continuation Schools) wish, almost without exception, to teach in further education.

Some three or four years ago a survey of the number and kind of teaching posts in Britain in Russian was made by the ATR²² and published by the MLA. Because it proved to be very difficult to give an accurate picture by considering Russian alone, other minority languages, eg German, were included. The result seemed to me to show the need for a similar exercise relating to teaching posts in German.

Teaching German to British teachers

The Centre requires about 200 British teachers each year to replace a like number who have been teaching English as a Foreign Language in German secondary schools.

Advertisements are placed in the educational press at irregular intervals, and usually 1800 requests for application forms are received. By careful interviews, two for each candidate selected, the original number of 1800 is reduced to the required 200.

²² Association of Teachers of Russian.

Among the criteria laid down by the German Education Ministries for the guidance of the Centre in appointing teachers is a working knowledge of German. Some candidates, satisfying all other criteria, are found at the interview to have inadequate German. To help candidates in the months between their appointment and their taking up a post in a German school, the Centre has devised its own methods. These are:

- A beginners' course called *Die Abenteuer von Anthony* (roughly reaching 'O' level).
- A second course called *Endstation Schule* deliberately geared to the school/accommodation/social situation, (roughly reaching 'A' level plus). For each course a cassette, tapes and printed material are lent to the teacher, to complete the course before taking up the post in the German school. Each course has been compiled by a small committee of German teachers of German and English teachers of German.
- *Tutorial lessons* About 1500 ex-Centre teachers are now working in British schools. If a newly appointed teacher with the Centre lives within easy travelling distance of an ex-Centre teacher, the latter is offered a fee by the Centre to tutor the newly appointed teachers, again during the months between appointment and taking up the post. There are about 80 ex-Centre teachers who do this work, which is oral, and geared to the school/accommodation/social situation.
- *Two residential courses* These take place simultaneously in Outer London and in Birmingham. In each case the tuition is by a senior member of the Centre staff, or a senior ex-Centre teacher, plus a lecturer at the establishment (polytechnic/university) where the course is being held. Each three-day course is attended by eighteen teachers, the scheme of work being compiled by the Professional Services Department of the Centre.
- *Attendance at establishments in Germany* Teachers still needing to improve their German early on in their actual job in the German school are encouraged to attend appropriate evening classes in the nearest Volkshochschule.

All teachers within reasonable travelling distance are encouraged to attend the Teachers' Resources Centre, recently opened by the Centre at Wuppertal. Here they meet German teachers and discuss teaching problems, and undertake experimental projects in connection with their work.

These activities are, of course, free of charge to the British teachers.

Summary of discussions

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In each session of the colloquium the main papers were followed by discussion. Sometimes the arguments of the speakers would be taken up and developed, at other times new issues were introduced; often references were made to earlier sessions, and certain themes were seen to recur as major 'leitmotifs'. In the following summary an attempt will be made to report the main points raised in discussion, identify the major themes and convey something of the mood and atmosphere of the colloquium. (Such a summary is bound to have an element of subjectivity, but it is hoped that this will have been tempered by constant reference to the careful notes made by the staff of CILT.)

General

Many of the facts presented at the colloquium and the statistics given in Appendix 2 would suggest that the position of German in Britain is fairly secure, despite the continued predominance of French. The figures up to 1974 record at all levels an increase in the number of those studying German. At 'O' level the number of candidates shows an unbroken rise from 1961 to 1974, whereas numbers in French for this period have fallen; the proportion of pupils passing 'O' level and taking 'A' level is now the same in German as in French; the number of students reading for a degree in German has remained fairly stable, and entries for the various examinations in the further education sector show a continuing increase. There has been no shortage in the supply of German teachers, and an adequate range of published teaching materials is available at most levels. The BBC is making a special contribution to the teaching of German, both through its school broadcasts, whose audience has doubled in the last four years, and, more recently, through the programmes devised by its further education department. Here the *Kontakte* course has broken new ground in methodology and reached a remarkably wide audience. Finally, strong evidence was produced to show that in commerce and industry the demand for German, though below that for French, was surprisingly buoyant.

Despite these facts, the mood of the colloquium appeared to be one of uncertainty, tinged with some apprehension, about the future of German teaching in this country.

Schools

This uncertainty was particularly noticeable in the session devoted to the fundamental school sector. A number of speakers reported a decline in the teaching of German in the schools of their area. To quote one participant: 'When a

good teacher of German leaves a school, there is no certainty that his work will be continued.' These reports seem to conflict with official figures, but it must be remembered that statistics for schools relate mainly to examinations, ie to the final and successful stage of courses started much earlier; they give no indication of the number of pupils currently being taught German in school. There was therefore no way of deciding whether reports of a decline were unrepresentative and too pessimistic, or whether they were a sensitive and accurate reflection of a change actually taking place at present, whose measurable effects would only be officially recorded and become known in two, three or five years. The need for authoritative, comprehensive and up-to-date information was frequently stressed.

If there is a decline in the teaching of German, is it due mainly to the re-organisation of secondary education and the development of the comprehensive school? The position of foreign languages in comprehensive schools is crucial, for, as the colloquium was reminded, the only two types of school in the UK in the future will be independent schools and comprehensive schools. No clear-cut answer was possible, partly because other factors might be contributing to the alleged decline of German, eg a weakening in the position of modern languages generally, or the view that German was a difficult subject without obvious career prospects; partly because the evidence seemed conflicting. Some participants reported that new comprehensive schools frequently introduced a second foreign language, but others expressed the fear that the trend towards a limited curriculum common to all pupils, at least in the lower part of the school, could lead to the exclusion of any foreign language other than French, or, at best, to the introduction of a second language in the third or fourth year as one of many competing options. There was, therefore, much discussion of alternative administrative arrangements, eg the possibility of choosing between two first foreign languages in larger schools, or a system of zoning, particularly in more densely populated areas.

Three other subjects recurred in discussion: the difficult position of a second foreign language in the new middle schools for pupils aged eleven to fourteen; the problems of teaching German in mixed ability classes and the need for more opportunities in the sixth form. Such opportunities might be provided through the introduction of the new pattern proposed by the Schools Council with subjects taken at two different levels, N(ormal) and F(urther); or by following one speaker's suggestion that the language component of an 'A' level course in foreign languages should also be made available to pupils who specialised in other subjects but wished to maintain contact with a foreign language.

There were several issues that should perhaps be discussed at greater length on another occasion. Participants did not consider what changes in teaching methods would be required if German was really offered more frequently as a first language and no longer reserved, as now, mainly for pupils of proved linguistic talent. Nor did they embark on a discussion of the educational value in a pupil's development and in the school curriculum of a second foreign language. Though aware of the great importance of this question and of the current controversies

about it members felt that it could not be treated adequately within the constraints of this colloquium.

Higher education

The session devoted to German in higher education was marked by satisfaction with recent achievements, some anxiety about student numbers and a spirited discussion on course content.

The paper on German in the universities reported the remarkable growth in the number of German departments from 34 in 1960 to almost 60 in 1975, substantial research activity and some recent initiatives, such as the exchange of information about library holdings and the preparation of a descriptive 'Katalog' of university German departments for the benefit of Lektors. For the polytechnics, mention was made of the variety of courses in German offered and the high standards achieved, particularly in the spoken language.

The question of student numbers was discussed by several speakers. The situation in the universities seemed to justify cautious optimism since the number of applications to German departments was only slightly below that of previous years, but in the polytechnics it was feared that the position of German studies would be seriously affected by any competition for a diminishing supply of students. It was argued by some that the solution lay in providing *ab initio* courses, which could be as successful in German as they were in other minority subjects. In the ensuing discussion, however, the balance of opinion was that such courses would constitute an inappropriate use of the resources of higher education. However, given the quantity of German departments and the age structure of their staff, can diversification be avoided if student numbers should really fall considerably? Even now, German is frequently taken as one component of a combined course.

The content of German courses in higher education was discussed in more than one session during the colloquium. The year abroad was singled out as the decisive factor in the promotion of language proficiency, though concern was expressed about rising costs. In the view of some speakers the general acceptance of foreign residence as an integral part of the university course should lead to a review of language teaching policy, more teaching being conducted in the foreign language. As one participant declared: 'Unless staff and students operate professionally in the foreign language, they are showing an implicit disregard for the subject of their study.'

Later, a lively argument developed over the contention that university departments of German should take more account of the fact that about half their students go into teaching, and that they should in consequence make their course more relevant to this profession. In reply, the university representatives argued that 'relevance' was a vague term and that the personal culture of a future teacher could be promoted in a variety of ways (even through a study of

medieval literature!). The hallmarks of university study were rigour and analysis, and language work must be in relation to significant themes.

One theme that recurred in the discussions was the need for cooperation: between universities and polytechnics, German departments and language centres, universities and German publishers (for the promotion of occasional exhibitions).

Two statements remain in the mind: (i) 'The English system of higher education is flexible and its approach is not marked by any dominant orthodoxy, it is therefore well placed to meet changing demands', (ii) 'The maintenance of standards in schools, and particularly in the sixth form, is essential; universities and polytechnics must hold fast to their central task of preparing highly qualified people'.

Further education

The tone of discussion in the session devoted to further education was hopeful, though there were clearly great differences, both in the amount and in the nature of German teaching offered in various parts of the country. Some colleges worked in liaison with schools, supplementing deficiencies by *ab initio* courses or, less frequently, providing advanced courses with fairly specific vocational purposes. Other centres were more closely involved with local industry; one representative reported on successful courses for executives from an international car manufacturing firm. The flexibility of colleges of further education and their ability to respond to local needs were seen as advantages, but they left room for discussion on what their best role might be. Should they concentrate on the sixteen to nineteen age group, or would the dovetailing of secondary with further education prove too complicated, particularly in areas with sixth form colleges?

There was agreement, however, on the view that even if the bulk of foreign language teaching continued to take place in schools, there would still be need for a varied provision of language courses for adults. Recent surveys showed that the demand for German in industry and commerce was unexpectedly strong. The teaching of foreign languages to adults was receiving worldwide attention and in this country there had been a growing demand.

Participants of the colloquium heard with interest of two related research projects, sponsored by the Council of Europe, in this field. One aims at drawing up a conceptual model to assist in the specification of objectives and hence in course planning; the other is seeking to establish a 'threshold level' for adult learners of English, German and French.

Teacher training, visits and exchanges

Teachers of German have traditionally received their professional training in university departments of education, although, as a result of the expansion in

the 1960s, thirteen colleges of education also now offer German. The representatives of the two types of training institution had very different stories to tell. In UDEs there was no shortage of German graduates, and the problem lay rather in preparing students issued from grammar schools to teach in comprehensive schools organised on a basis of mixed abilities and with pupils of varied motivation and standards. The colleges, on the other hand, had been seriously affected by schemes of reorganisation and by the general reduction in teacher training; the threatened decline in applications might indeed force the closure of some German sections. There was little discussion of their plight, but the situation clearly caused concern.

In-service training of teachers was discussed more than once, though no single session had been set aside for it. Several agencies were already active in this field; indeed, a convincing case was made for greater rationalisation of efforts. The colloquium showed special interest in the links with Germany established by local education authorities, universities, polytechnics and schools, generally through the Central Bureau for Educational Visits and Exchanges. This was an area where cooperation at official level was indispensable and where the support of the Federal government, both centrally and through the Länder, could be particularly fruitful. Instances of this might be: assistance with attendance at courses and with sabbatical terms, and the provision of shorter exchange schemes for teachers; assistance with study/familiarisation tours for adult learners; financial and administrative help with family exchanges and with 'study directed' school visits for pupils. The possibility that German journals, magazines and realien might be made more readily available in this country was warmly welcomed.

Publishing, radio and television

The efforts of publishers and of the BBC to provide a varied range of materials were also welcomed, and the participants showed understanding for the economic constraints under which publishers were operating. Nevertheless, present procedures for ensuring accuracy and appropriateness of expression in German textbooks published in the UK were criticised as insufficiently rigorous, and strong support was given to a proposal to establish an official mechanism of checks with the cooperation of German authorities in this country. Areas requiring further development in the provision of teaching materials were identified (see *Recommendations*), and the BBC was urged to continue with the multi-media ventures so successfully initiated through the *Kontakte/Wegweiser* series. A representative consultative body should be set up to assist the BBC in the promotion and coordination of future projects. Whilst the concern of educational television for objective and up-to-date programmes was readily acknowledged, keen regret was expressed that television, with its much wider audience, still persisted in presenting a picture of Germany and the Germans based on the Second World War.

Conclusion

It is difficult to sum up a conference where the participants were so widely

drawn, and where so many aspects of German teaching were covered in two days. As has been said in the introduction, one tangible and positive result was a feeling of interdependence, of working together on a common task. Some of the members could not hide their belief that the expansion of the last fifteen years would now be followed by a period of restriction, but the colloquium had also given encouraging evidence of strength, resilience and enthusiasm. The value of this 'Bestandsaufnahme' was recognised by all, and it is hoped that a further one may be held in the not too distant future.

During the colloquium and at the concluding session the following recommendations were made:

A. Schools

1. As foreign languages, including German, are now taught to pupils of average and lesser ability as well as the most able, there is a need to define different aims and objectives of teaching foreign languages for different types of pupils.
2. Within modern languages a proper, more even balance should be sought between the teaching of French and the other main foreign languages, especially German.
3. There should be an examination of the effect of comprehensive re-organisation on the position of modern languages in schools with particular reference to the provision of second and third foreign languages.
4. Second foreign languages should be made widely available to pupils under sixteen.
5. Where circumstances do not otherwise permit provision of more than one foreign language in individual schools within an authority, the rationalisation of resources should be encouraged and zoning arrangements planned within that authority for third or even second foreign languages.

Example:

- (a) A given group of schools in an LEA/metropolitan district etc. might cooperate to ensure that, independent of choice of first foreign language, each offered a different second foreign language.
 - (b) In such circumstances zoned provision for third foreign languages could be made for pupils from all the schools concerned collectively at the appropriate second foreign language school level, a sixth form college or a college of further education.
6. Sixth form examination syllabuses should be reviewed as a matter of urgency, with the aim of setting up:
- (a) more alternatives to the current language and literature 'A' level syllabuses;
- and:
- (b) an examination consisting of an 'A' level language component only and recognised in tertiary institutions as a qualification for course entry.

7. Liaison procedures should be set up for consultation on the accuracy of language teaching materials between appropriate British and German authorities. For the Federal Republic the Goethe-Institut would seem the relevant agency.

B. Further education

1. Particular support is needed for the provision of:
 - (a) language training opportunities for sixteen to eighteen year-old school leavers;and:
 - (b) materials for special purposes with a vocational bias, especially to fill gaps in provision at school level.
2. Local authorities should be more flexible regarding minimum numbers for evening classes in languages.
3. More facilities for the pre- and in-service training of further education language teachers are needed.

C. Higher education

1. The value of the study period of residence abroad is to be emphasised and provision for student residence in Germany should be developed and enlarged.
2. To avoid compelling British scholars either to buy expensive German publications unseen or to miss them altogether, German publishers might mount occasional exhibitions in the United Kingdom of recent books on *Germanistik*.

D. In-service training/visits and exchanges

1. There should be a rationalisation of agencies working in the field of in-service training of teachers of German at all levels in order to promote greater efficiency.
2. The British and German authorities should jointly increase the provision of opportunities and facilities (including scholarships, bursaries, grants, etc):
 - (a) For teachers (i) to attend courses in Germany, (ii) to participate in shorter periods of exchange than are now recognised in some Länder, (iii) to spend a sabbatical term in Germany;
 - (b) To enable pupils to participate in family exchanges and in 'study directed' school visits to Germany;
 - (c) For adult learners to visit Germany on subsidised study/familiarisation tours.

E. Materials development

1. There should be a consultative body to promote further cooperative

language teaching ventures like the BBC multi-media series for adults *Kontakte/Wegweiser*.

2. Further development is needed in:
 - (a) Materials and methodology for teaching German to less able pupils;
 - (b) Beginners courses in German for business and commerce;
 - (c) Intermediate and advanced material (adapted) for self-instruction.
- F. **Information**
 1. There should be an assessment survey of the teaching of German in the United Kingdom.
 2. Statistics recorded by the Department of Education and Science and the University Grants Committee should be published more rapidly; their presentation by sex should be continued.
 3. Monitoring of needs for foreign languages in industry and commerce, as piloted in the York survey,²³ should be continued.

²³ Emmans, Hawkins and Westoby, *The use of foreign languages in industry and commerce*, Language Teaching Centre, University of York, 1974.

Appendix 1: Current research in Britain

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This list of research in progress and recently completed in Britain is extracted from the register compiled by CILT. *Language and language teaching: current research in Britain 1972-75* (Longman, to be published 1976) will provide fuller descriptions of these and other projects (those marked * have already appeared in the 1971-72 edn, published 1973); project entries can be traced in the book by their serial numbers.

As the register contains only information specially provided for it by researchers, this is not necessarily a comprehensive list of work in progress on German and German teaching. The extracts are reproduced with the permission of Longman.

Indexes are provided at the end of the list.

- 504* Professor K Spalding, Department of German, University College of North Wales, Bangor (and 2 associates): *Preparation of an historical dictionary of German figurative usage*. Published in fascicle form since 1952 by Blackwell, Oxford. Begun 1950.
- 534* Dr F C Stork, Language Centre, University of Sheffield: *Investigations into methods of teaching German at post-'A' level stage, with special reference to the use of the language laboratory*. Begun 1966.
- 563* Miss E Paneth (and 1 associate), Goldsmiths' College, London SE14: *The role of intonation in the communication of meaning*. The material is to be made available for didactic purposes. Begun 1965.

Paneth, Eva and E Kismarjay: 'Editing speech samples for foreign language teaching'. In: R W Rutherford, ed: *Problems in the preparation of foreign language teaching materials*. York, 1971, p 14-25. (BAAL Seminar Papers 1970.)
- 567* Dr D M Van Abbé (and associates), Department of Languages, Polytechnic of the South Bank: *Preparation of an advanced German course*. Begun 1961. The course has been validated in various educational establishments.
- 580* J R W Stagg, Department of Modern Languages, University of Aston in Birmingham: *Preparation of language laboratory comprehension and grammar pattern tapes in German*. Begun by S Craven in 1966, and by Mr Stagg in 1969.

- 589* C V Russell, University of London Institute of Education: *An investigation into the structure of the 'O' level examination in German*. Begun 1964.
- 607* Professor E W Hawkins, Language Teaching Centre, University of York: *A comparative study of three matched classes of pupils learning German by different methods, with and without a language laboratory*. Completed 1972.
- Green, P S, ed: *The language laboratory in school: performance and prediction: an account of the York study*. Oliver & Boyd, Edinburgh, 1975.
- Green, P S: 'A study of the effectiveness of the language laboratory in school'. *International Review of Applied Linguistics*, vol 10 no. 3, 1972, p 283-92.
- Green, P S: 'A comparative study of the effectiveness of the language laboratory in school'. *Bulletin CILA*, no. 20, 1974, p 99-119. (Special issue entitled: *Rôle et efficacité du laboratoire de langues dans l'enseignement secondaire et universitaire*, ed E Roulet and H Holec.)
- 687* Dr H W Kirkwood, Department of Linguistic & Regional Studies, University of Surrey: *Theme and rheme in English and German*. Completed April 1973.
- Unpublished PhD thesis (title as above), University of Edinburgh, 1973.
- Articles published 1969-70: details obtainable from CILT.
- 706* T D Jones (and 13 associates), George G Harrap & Co Ltd: *Compilation of 'Harrap's standard German and English dictionary'*. Part I, German-English, to appear in 4 vols, of which 3 have been published; Part II, English-German, to follow. Begun 1950.
- 762* Miss M L Goodbody, Department of German, University of Bristol: *Collection of German 'false friends'*. Begun about 1963.
- 837* R W Rutherford: *Survey of the spoken language of children aged 13-16*. [Mainly of spoken English, but included French, German and Spanish spoken by 15 and 16 year olds.] Completed 1973. List of publications of the Child Language Survey available from the Publications Officer, Micklegate House, Micklegate, York YO1 1JZ.
- 869* Research Organiser, Southern Regional Council for Further Education, c/o Oxford College of Further Education (and teachers in various technical colleges): *Languages and European studies, with particular reference to material available for use in the language laboratory in*

English, French and German. (One subject of study by the Languages Research Group: Language Laboratory Study Group.) Begun (Study Group established) 1967. Third report:

Language laboratory courses in French, German, Italian and English, 1973.

- 883* M G Thomas (and 2 associates), Languages Division, Thurrock Technical College: *Preparation of sales training courses in French, German and Spanish.* To teach the technique of salesmanship through the medium of the foreign language. Begun 1967. Pilot versions have been tested and courses have been rewritten.
- 892* B Gomes da Costa, Department of Arts & Modern Languages, North East London Polytechnic: *Achievement in German language: a sample survey of universities and colleges.* Completed Feb 1974.
B Gomes da Costa, T M F Smith and D Whiteley: *German language attainment.* Groos, Heidelberg, 1975. (Wissenschaftliche Bibliothek XIV.)
- 941* F T C Carter, Department of European Studies, Loughborough University of Technology: *Preparation of material for language laboratory and oral teaching at degree level.* Completed 1974.
Quer durch Deutschland (+ tapes). Oxford University Press, 1975.
- 944* M G Thomas (and 2 associates), Languages Division, Thurrock Technical College: *Preparation of a conversion course in German for industry.* A bridging course designed to cover the transition from a general knowledge of German to its special technical and commercial applications in industry. Begun 1969.
- 945* Dr L Seiffert, Hertford College, Oxford and Dr W van der Will, Department of German, University of Birmingham: *Research on advanced language teaching in German.* Completed 1974.
Language laboratories in the advanced teaching of German. Report to the Department of Education and Science, Sept 1973; may be consulted at CILT. Appendix A: summary note of the titles of each of the texts forming the basis of the units of the course. Appendix D: Methodological discussion of the project.
- 948* S Hind (and 2 tutors), University of Nottingham: *A lexicometrical analysis of German vocabulary in the field of heavy electrical engineering.* The aim is to discover which are the most useful words to teach English electrical engineers, and to what extent the specialised vocabulary is intelligible with a basic knowledge of German. For degree of MPhil. Begun 1968.
- 949* Mrs M Morey, Department of Languages, Liverpool Polytechnic

(research in Department of German, University of Manchester): *Verbal aspect in contemporary German and English*. Thesis for degree of PhD. Begun 1969.

- 965* A J Peck, University of York: *Preparation of an audio-visual German course for secondary school pupils of average to above-average ability*. Completed summer 1974.

Vorwärts: Nuffield introductory German course and Schools Council continuation German course. Stages 1-5. E J Arnold, Leeds, 1968-74. *Vorwärts: Kurzfassung* (rapid introduction summarising the linguistic content of stages 1 and 2), 1974. Full details from the publisher; also in CILT Teaching Materials list 7.1 and in Schools Council *Project profiles and index* (which provides further information on the project). See also no. 1856.

The materials have also been adapted, translated and published as follows:

Vorwärts international. E J Arnold, Leeds, 1970-75. (Teacher's books in German; other materials in 2 edns: Russian and Polish edn (stage 1 available); Greek, Italian, Portuguese, Serbo-Croat, Spanish and Turkish edn (stages 1-3 available; also stage 4 for speakers of French, Greek, Italian, Portuguese, Spanish and Turkish; stage 5 to be published).) *Vorwärts international: Kurzfassung* to be published 1975. (Text in German, glossary multilingual for speakers of English, French, Greek, Italian, Brazilian Portuguese, Serbo-Croat, Spanish, Turkish).

- 1116* G Pepper, Dorchester Grammar School for Girls, Queen's Avenue, Dorchester, Dorset: *A study of German vocabulary and simple idiom to lead to a basic selection suitable as part of an 'O'-level syllabus*. Completed Dec 1972.

Unpublished MA thesis (title as above), University of Exeter, 1972.

- 1128* Dr M F A Dove, Department of Chemistry, University of Nottingham: *Preparation of a course in German for chemistry students*. Completed Aug 1973.

Nottingham German course for chemists. University of Nottingham, (1973). (10 units, each comprising one tape-recorded lesson (with text) + written exercises.)

Butler, CS and others: *German course for chemists*, final report. ... Department of Chemistry and Language Centre, University of Nottingham, 1973. Report to OSTI on Project SI/14/53. (Duplicated.)

3 papers published: details obtainable from CILT.

Spalding, Prof. K 504
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structure of sentences in English and German. Begun 1973.

- 1797 Mrs A E Mills, Department of Language, University of York: *A study of some factors in the learning of a second language.* Differences and similarities in the strategies adopted by first and second language learners. The second language will be principally German. Thesis for degree of Ph.D. Begun 1973.
- 1800 Mrs B Rowe, Hatfield Polytechnic: *Preparation of German teaching materials for English students.* For industrial engineering students who have to work in Germany as part of their degree course. Begun 1973.
- 1802 Dr B Hill, Department of Communication & European Studies, Brighton Polytechnic (and 2 BBC associates, 1 research assistant): *An analysis of the potential of mixed-media (radio and television) language broadcasts with particular reference to the BBC course 'Kontakt'.* Thesis to be prepared for degree of MPhil. Begun 1974.
- 1816 Dr L Alesso Waywell (and 1 associate), Department of International Studies, Leeds Polytechnic: *An investigation into and development of audio-visual teaching material applied to the study of economic and political institutions.* Preparation for a series of 5 films covering specialised areas of language teaching: aspects of the theory and practice of commerce. (Film in English with various sound tracks: French, German, Italian, Spanish.) Begun 1972.
- 1830 Dr Ann Harding, correspondence to: Director, Language Materials Development Unit, University of York: *Research on tests and testing and examinations.* (1) Production of achievement tests in French, German, Russian, and Spanish for pupils aged 11-15 following Nuffield/Schools Council materials. (2) Development of experimental 'O'-level examinations in modern languages. Completed 1975.
- 1834 J E Hobbs, North Staffordshire Polytechnic and University of Aston in Birmingham: *Statistical analysis of German language used in connection with ALGOL.* Thesis for degree of MPhil. Begun 1972.
- 1838 R F M Byrn, Department of German, University of Leeds: *A study of the High German translations of the late medieval devotional text 'Cordiale sive de IV novissimis'.* Thesis for degree of Ph.D. Begun 1966.
- 1847 G Pollhammer, Cambridgeshire College of Arts and Technology (and 1 associate): *A comparative study of English and German with special reference to the language of economics.* For degree of MA. Begun 1972.
- 1877 R J Brunt, Lincoln College, Oxford: *The influence of the French language on the German vocabulary, 1649-1748.* Thesis for degree of DPhil. Begun 1971.

- 1894 R T Tuck and Mrs C V Wright (and 1 associate), Department of Modern Language Studies, Huddersfield Polytechnic: *Frequency of technical words in German textile publications*. Begun 1973.
- 1896 Miss R E Ahrens, Department of German, University of Manchester: *Relation between syntax and intonation in spoken British Standard English*. The aim is to compare spoken British Standard English with spoken Standard German. Thesis for degree of PhD. Begun 1973.
- 1897 K R Lodge (and 1 associate), Language Centre, University of East Anglia: *An introduction to reading German art-historical texts*. Begun 1972.
- 1900 H T Jackson, Department of English & Foreign Languages, City of Birmingham Polytechnic and University of Reading: *A contrastive study of verb subclassification in English and German*. Thesis for degree of PhD. Begun 1972.
- 1911 Mrs L J Silvester, School of Modern Languages, Portsmouth Polytechnic: *An investigation into the linguistic and psycholinguistic problems confronting English learners of German*. Thesis for degree of MPhil. Begun 1972.

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- 1188* Mrs K F Edwards, 8 Richmond Bridge Mansions, East Twickenham, Middlesex: *Emotive language in modern German politics*. Completed April 1973.

Duplicated report prepared (title as above).

- 1332* Associated Examining Board for the General Certificate of Education (correspondence to: A M Emmett, AEB): *Development work on multiple-choice objective testing in French and German for a new alternative syllabus*. Completed 1972; tests in use.

- 1373* C Buxton, School of European Studies, University of East Anglia: *Criteria governing the order of non-verbal elements in German sentences*. Research understood to have been completed.

- 1434* J T M Burnett, Department of Modern Languages, University of Strathclyde: *A phonological study of Solinger Platt: a Rhineland dialect of Low German*. Thesis for degree of PhD. Begun 1968.

- 1435* J T M Burnett, Department of Modern Languages, University of Strathclyde: *Use of the language laboratory with advanced classes in German*. Experiments completed: book in preparation. Begun 1965.

- 1447* R D Clement, Linguistic Survey of Scotland, University of Edinburgh and University of Freiburg: *The dialect of Ihringen am Kaiserstuhl*. Thesis for degree of DrPhil, University of Freiburg. Begun 1967.

- 1461* Dr G P Cubbin, Faculty of Modern and Medieval Languages, University of Cambridge (and 1 associate): *A concordance to 'Notkers Psalmen nach der Wiener Handschrift'*. Begun 1969. Text analysed by computer and awaiting publication.

- 1468* J C B Gordon, Language Centre, University of East Anglia: *A semantic study of 'Nation' and 'Volk' in selected German political writings, c. 1780-1810*. Begun 1968.

- 1528 Dr R R K Hartmann, Language Centre, University of Exeter: *Contrastive lexicology*. Examination of a number of lexical fields in German and English. Begun spring 1973.

Paper read at annual meeting of the British Association for Applied Linguistics (Nottingham, 1973), may be consulted at CILT.

'Semantics applied to English-German lexical structures'. To be published in *Folia Linguistica*, vol 7.

- 1622 G R Coldwell, Department of German, University College of North Wales, Bangor: *The development of versification during the Old High*

German period. For degree of PhD. Begun 1972.

- 1624 Dr J K A Thomanek (and 1 associate), Department of German, King's College, University of Aberdeen: *A sociolinguistic study of first-year students of German at the University of Aberdeen.* Begun 1973.

'Linguistics and language teaching: some implications of sociolinguistic findings on the teaching of foreign languages with special reference to German.' *New German Studies*, vol 2 no. 1, 1974, p 1-13.

- 1641 A Cooper, Department of Communication & European Studies, Brighton Polytechnic (and 2 associates): *An evaluation of the exploitation of broadcast language courses in further education.* Particular attention will be paid to German broadcast language courses. For degree of PhD. Begun 1974.

- 1706 Mrs G M Anderman, Department of Linguistic & Regional Studies, University of Surrey (research in Department of Phonetics & Linguistics, University College London): *Predicate complement constructions in English, German and Swedish.* For degree of PhD. Begun 1973.

- 1707 Professor R E Keller, Department of German, University of Manchester: *The German language.* A structural history of the evolution of the German language, for publication by Faber. Begun 1971.

- 1713 Mrs L M Segerman-Peck, Department of European Studies & Modern Languages, University of Manchester Institute of Science and Technology: *Non-finite verb forms in modern English and German.* For degree of PhD. Begun 1969.

- 1740 D Short, School of Slavonic and East European Studies, University of London (and associates in Prague and Vienna): *A comparative investigation of 'instaurations' in Czech, English and German.* Begun about 1971.

- 1754 A J Castley, Modern Languages Centre, University of Bradford: *The transition from French to English as the main foreign influence on the German language.* For degree of MA. Begun 1972.

- 1770 G Fleming, Department of Linguistic & Regional Studies, University of Surrey: *An investigation into the response-evoking potency of German pictorial satire, 1919-30 and 1848-60.* Preparation of second-year honours degree course material, laboratory-based with taped texts aimed at combining language training at an advanced level with critical analysis of content. Begun 1973.

- 1774 Dr H W Kirkwood, Department of Linguistic & Regional Studies, University of Surrey (and 1 research student): *The thematic and semantic*

There is a shortage of the sort of statistics required for the planning of educational developments. This was several times commented on during the Colloquium and is the subject of one of its recommendations. Certain figures (such as those concerning the number of schools offering German, or the number of non-examinable courses/students in further education) are simply not being kept. Others, such as details of entries and passes at the major public examinations—CSE, GCE, etc.—are meticulously kept but are not published until several years after the examinations. Inevitably, therefore, the planner is working with partial or out-of-date figures. We are grateful to the DES, Statistics Branch for allowing us to circulate 1974 figures (GCE) in the colloquium papers. However, they may not be issued in published form until after the publication by HMSO of *Statistics of Education*, and have therefore been removed from the tables given below. Similarly certain figures given in the colloquium papers but which the editorial committee felt were out-of-date and therefore misleading have also been excised. To facilitate evaluation on a comparative basis, figures for French and German are given together.

Figures given below are derived mainly from the *Survey of curricula and performance in modern languages, 1971-72* (James & Rouve, CILT, 1973, £3.50) and *Statistics supplement to survey of curricula and performance in modern languages, 1971-72* (CILT, 1975, £1) in which further details are given. Original sources are shown after each table.

1. Schools

French and German

(a) GCE and CSE entries Summer examinations only England and Wales

Year	'O' level		'A' level		CSE	
	French	German	French	German	French	German
1961	136637	22855	16230	4713	—	—
1966	158137	32507	26287	7485	—	—
1968	149533	34107	27151	7940	38327	4449
1969	147785	34222	26675	7598	47677	5728
1970	145930	34981	25925	7520	54143	6503
1971	142991	35155	25743	7651	58729	7057
1972	144364	36531	24925	7400	71848	9709
1973	143838	37978	24299	7289	80005	11582

Figures from *Statistics of Education*, appropriate years, vol 2.

Figures for 1974 show an increase in German at all levels, and a slight decrease in French at 'O' level. They will be published in the forthcoming *Statistics of Education*, 1974.

(b) GCE and CSE entries

Northern Ireland

Year	'O' level		'A' level		CSE	
	French	German	French	German	French	German
1967	7127	943	1049	268	—	—
1968	6891	953	1171	250	—	—
1969	7423	1009	1365	295	—	—
1970	7523	989	1336	298	—	—
1971	7425	1061	1546	296	—	—
1972	7709	1044	1481	265	—	—
1973	7522	1092	1416	283	347	4
1974	7724	1103	1354	263	672	5
1975	7583	1079	1321	251	848	10

Figures by courtesy of the Northern Ireland Schools Examinations Council.

(c) Scotland

Entries

Ordinary and Higher Grades; Certificate of Sixth Year Studies

Year	'O' Grade		'H' Grade		Certificate of Sixth Year Studies	
	French	German	French	German	French	German
1966	17549	3692	9722	2431	—	—
1968	19763	4215	11716	2776	—	—
1969	20724	4377	11952	2876	745	244
1970	21481	4427	12186	2930	791	284
1971	21194	3057	12741	2302	897	366
1972	23092	4991	11683	2839	1013	390
1973	24906	5386	11664	2954	946	383
1974	25982	5968	11760	3038	1039	417

Figures for 1966-73 from *Scottish Educational Statistics*, appropriate years. 1974 figures by courtesy of the Scottish Certificate of Education Examining Board.

2. Higher education

(a) Universities

i. Total degrees obtained in United Kingdom

By sex

Language(s)	Year	Honours		Pass/Ordinary		Higher	
		M	F	M	F	M	F
French Language and Studies	1966	263	557	5	5	26	12
	1967	287	579	13	15	33	14
	1968	288	638	1	28	43	30
	1969	302	650	7	10	33	25
	1970	277	673	2	5	45	42
	1971	302	725	2	6	53	44
	1972	276	682	5	9	38	27
	1973	240	651	3	18	41	39
French and German Language and Studies	1966	126	67	16	37	—	—
	1967	193	93	15	73	2	—
	1968	176	113	38	113	2	2
	1969	224	127	10	11	3	4
	1970	190	131	6	5	1	—
	1971	208	138	6	5	2	—
	1972	106	133	1	3	2	—
	1973	103	130	2	8	1	—
German Language and Studies	1966	163	243	7	4	27	7
	1967	160	248	2	2	21	8
	1968	166	307	5	6	25	9
	1969	175	288	7	5	38	16
	1970	169	306	3	6	35	9
	1971	165	319	4	4	23	25
	1972	157	251	9	4	19	8
	1973	165	309	3	9	19	14

Figures for 1966-72 from *Statistics of Education*, appropriate years, vol 6.

ii. Undergraduates and postgraduates in United Kingdom

Year	Undergraduates		Postgraduates	
	French	German	French	German
1970	3729	1829	589	268
1971	3831	1902	578	270
1972	3664	1845	539	276
1973	3739	1765	561	244

Undergraduate figures include full-time, part-time and sandwich course students except those in first degree courses longer than four years.

Postgraduate figures include research, taught courses and part-time.

1970-72 figures from *Statistics of Education*, vol 6.

1973 figures by courtesy of UGC.

(b) Council for National Academic Awards (CNAA)

Students taking language elements in degree courses, per year

Year of course	4	3	2	1 ²⁴
Year of entry	1971-72	1972-73	1973-74	1974-75
French	390	559	639	1097
German	193	267	327	538

²⁴ considerable wastage must be expected at the end of year 1: figures in this column represent new entries, whereas in the other columns they give numbers after the weeding out has taken place.

Figures collected by CILT by means of a questionnaire.

3. Further education

(a) Royal Society of Arts

Entries

Year	Grades I, II, III		Certificate for Secretarial Linguists		Diploma for Bilingual Secretaries	
	French	German	French	German	French	German
1969	1514	348	—	—	—	—
1970	1759	350	539	98	85	19
1971	1517	428	745	182	150	34
1972	1624	431	968	238	166	40
1973	1843	504	1102	335	201	66
1974	1786	437	1156	428	301	94

Figures by courtesy of the Royal Society of Arts.

(b) Institute of Linguists

Entries

Language	Year	Preliminary Grade	Grade I	Grade II	Intermediate	Final	Total
French	1970	261	350	311	447	28	1397
	1971	298	309	291	363	60	1321
	1972	403	344	332	397	80	1056
	1973	425	470	357	415	100	1767
	1974	600	606	437	463	112	2218
	1975	543	600	398	490	132	2163
German	1970	393	192	154	164	10	913
	1971	429	239	122	162	30	982
	1972	532	238	140	119	35	1064
	1973	636	260	179	173	55	1303
	1974	705	297	179	235	65	1481
	1975	592	301	203	251	75	1422

Figures by courtesy of the Institute of Linguists.

(c) *London Chamber of Commerce and Industry*

i. *Foreign Languages for Industry and Commerce*

Year	Elementary		Intermediate		Advanced	
	French	German	French	German	French	German
1966	483	282	387	224	97	56
1971	490	364	335	151	82	31
1972	343	347	223	127	79	31
1973	488	459	244	175	74	34
1974	565	649	250	123	69	36
1975	457	431	244	96	70	45

ii. *Secretarial Language Certificate (Intermediate)*

Summer examination

Entries

1974	French	94 (shorthand and audio)
1975	German	14 (audio only)
1975	French	70
	German	32

New examination offered for first time in 1974.

Figures by courtesy of the London Chamber of Commerce and Industry.

(d) *Ordinary and Higher National Diplomas in Business Studies*

OND	Number of colleges/number of candidates			
	1972	1973	1974	1975
French	83/423	79/350	65/351	68/271
German	13/46	14/39	12/30	13/43
HND	Number of colleges/number of candidates			
	1972	1973	1974	1975
French	36/258	39/264	33/215	32/166
German	23/101	24/124	21/75	21/81

N.B.: 1975 figures refer to courses rather than colleges, since some colleges now offer more than one course.

Figures by courtesy of JEG White, Wolverhampton Polytechnic.

(e) SCOTBEC (SCCAPE)²⁵

i. Secretarial Certificate²⁶

Year	Junior		Stage 2		Stage 3		Diploma for Graduate Secretaries	
	French	German	French	German	French	German	French	German
1968	—	—	87	17	—	—	12	—
1969	66	8	173	37	—	—	17	6
1970	76	17	88	23	47	14	16	6
1971	50	30	207	82	47	25	42	23
1972	59	46	200	115	138	81	38	22
1973	80	56	260	157	152	104	42	21
1974	191	91	349	165	251	140	46	3
1975	161	116	375	168	358	220	26	12

²⁵ Scottish Business Education Council (SCOTBEC), formerly Scottish Council for Commercial, Administrative and Professional Education (SCCAPE); registration as SCOTBEC 9 April 1974: references prior to this date remain SCCAPE.

²⁶ In 1974 SCOTBEC introduced a new syllabus and replaced the former system by a series of grades 1-4.

ii. Diploma in European Marketing and Languages

Date	French	German
1972	6	4
1973	4	4
1974	6	3
1975	1	5

Figures by courtesy of the Scottish Business Education Council.

4. Teacher training

Postgraduate Certificate in Education (PGCE) 1974-75

i. Students at University departments and schools of education (UDE)

	UDEs offering method courses	UDEs with full-time specialist tutors	Students
French	29	29	498
German	28	26	261

A number of students were following courses in both French and German, or in French or German plus Italian, Russian or Spanish etc.

Figures collected by CILT by means of a questionnaire.

ii. Colleges of Education (PGCE)

	Colleges offering PGCE in German	Students qualifying in German
1973	7	35
1974		42
1975		32+

iii. Colleges of Education

Students qualifying with Certificate or B.Ed degrees (German)

Year	Number of colleges offering courses	Students qualifying	Students intending to teach
1973	13	135+	67+
1974	13	124+	46+
1975	13	139	48+
1976	13	110 ²⁷	

²⁷ entries at beginning of year 1975-76.

N.B.: complete + returns were received from twelve of the thirteen colleges: some totals may therefore be slightly greater than shown.

Figures by courtesy of C Fox, Bulmershe College of Higher Education.

Appendix 3: An historical note on the
teaching of German in
Great Britain, 1800-1939

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CILT

Before 1800 there was little evidence of German—or indeed of any other modern language—being taught systematically in British schools;²⁸ the only language for the generality was Latin; for the few there was Greek, French and Italian were polite accomplishments, but very rarely acquired in schools.

From the 1830s there was increased interest in German, stimulated, it is said, by the literary interests of Scott, Coleridge, and Carlyle. At Rugby, Arnold made German as well as French compulsory for those who did not take natural science. From 1855, entrants to the Civil Service and the Military Academy at Woolwich sat examinations in German, for which they were often prepared by crammers; by 1863, German as well as French had become at least nominally available at the major Public Schools.²⁹ It was still very rare in the 782 endowed grammar schools, where nevertheless its educational potential might be encouraged: 'German has... in a less degree than French the claim of practical utility; but in another respect it must be ranked higher, for its numerous inflections peculiarly adapt it for teaching grammar; and for that purpose it would stand next to Latin.'³⁰

However, from the 1860s onwards, apart from its intellectual role as a substitute for Latin for less able pupils, the practical utility of German in Britain became increasingly obvious. The military, industrial and commercial successes of Prussia and of the new German Empire commended German to the middle-classes; the excellence of German scholarship in philology, history and antiquities impressed the older universities; the cultural establishment increasingly admired the sobriety and weight of German philosophy, literature and music. This had little immediate effect on the curriculum of major Public Schools or endowed Grammar Schools, but, in the many private schools, which were necessarily quickly responsive to parental wishes, German was more frequently offered. How well it was taught, and by whom, is difficult to ascertain but easy to surmise.

²⁸ In 1795 the issue of teaching French and German and other 'utilitarian subjects' was the subject of a court case between the Master and the Governors of Leeds Grammar School. Judgment by the Lord Chancellor in 1805 declared that school funds could be used only for teaching the classics. Any other subjects had to be 'extras'.

²⁹ ie of those covered by the Public Schools Commission of 1863, Harrow, Winchester, Shrewsbury, Westminster, St Pauls, Merchant Taylors, Charterhouse and Rugby provided the opportunity: Eton did not. Newer schools like Wellington College and Marlborough encouraged 'modern studies', responding to career if not university needs.

³⁰ *Report of Schools Enquiry Commission*, 1868, p 28.

A favourable climate of opinion towards German achievements did not automatically lead to increased academic study of the contemporary German language which, like other living languages, had as yet only a tenuous and subordinate place in the universities.³¹ Not until 1903 was an Honours School in Medieval and Modern Languages to be instituted at Oxford. Cambridge established a Medieval and Modern Languages Tripos in 1886, but there 'the ballast thrown in to weight the vernacular of France and Germany was mainly philological'³² and the contemporary languages received scant recognition until the Tripos was reorganised in 1917. Other universities mostly followed the example of Oxford, making modern languages autonomous disciplines only after 1900. However, by 1918, in the fifteen universities of Great Britain there were twelve professorships of German plus thirty-one supporting posts (French seventeen plus forty-seven, Spanish four plus six, Italian one plus eleven, Russian two plus eleven).

As a consequence of this comparatively late development of departments of German in universities, it was many years before there was an adequate supply of British graduates, and German was very often taught in schools by exiled or expatriate native-speakers. However preferable these would seem to British graduates in classics, (who were the only alternative, and not uncommon), this did not increase the status of the subject. For although German language-teaching methodology was held in high esteem (as exemplified by Viëtor, Franke, Kühn and Münch), foreigners who actually taught their languages in British schools were far less respected than their British colleagues who taught the classics; they were not only paid less but usually had less intelligent pupils. 'Modern studies' in some schools were regarded too often as 'the refuge of the intellectually destitute'.³³ Nevertheless, by 1900 German as well as French was being taught in 73 out of 124 Preparatory schools³⁴ and the Public Schools were being urged to teach German more efficiently to support British commercial and military needs.³⁵ Among endowed grammar schools were now some which gave serious encouragement to German³⁶ in spite of the claims of science on the timetable and the vested interest of Latin.

Direct state support for new secondary schools became possible after the 1902 Act, and with it came firm curricular directives, not entirely helpful to German.

³¹ From 1848 the Taylor Institution at Oxford offered German (as well as French, Italian and Spanish) to students who required it for auxiliary purposes. It also provided scholarships, one of which, in German, was awarded to Henry Sweet in 1870.

³² *Report of the committee appointed by the Prime Minister to enquire into the position of modern languages in the educational system of Great Britain*. Cd. 9036. HMSO, 1918, p. 4.

³³ Cd 9036 *op cit*, p. 4.

³⁴ *Special Reports on Educational Subjects No 6*, Board of Education, 1900.

³⁵ G G Coulton, *Public Schools and the public needs*, 1901.

³⁶ Notably Manchester Grammar School. See W H Bruford, *First steps in German fifty years ago*, MHRA 1965.

The *Secondary School regulations* of 1904 required that at least one language other than English should be taught, but warned that 'when two languages other than English are taken and Latin is not one of them, the Board will require to be satisfied that the omission of Latin is for the advantage of the school'. As the first modern foreign language was almost inevitably French and the second German, this put German into direct conflict with Latin. But by 1909 HMI's were recommending that in 'classical' schools pupils 'should by the age of sixteen have learnt as much French as is essential for them, and that it is desirable that they should for a time drop French and take up at least an introductory course in German'.³⁷ By 1912 the existing poor provision for German in schools was being deplored; moreover in crowded timetables it was considered that it should replace Latin.³⁸ During this period, German teaching—indeed education—in Britain owed much to expatriates such as Breul, Von Glehn, Siepmann and Rippmann—some of whom became naturalised.

However, for the talented pupil the road to the stars still had classical signposts; in 1911-12 only eight out of 440 Oxford and Cambridge scholarship awards went to modern languages; 205 went to the classics.

In schools, the 1914-18 war severely checked the progress of German teaching and it lost ground to Latin on many timetables—not only because of a shortage of teaching staff. But even during the War a major report insisted 'that it is of essential importance to the nation that the study of the German language should not only be maintained but extended'³⁹ and, looking back on the pre-war years, thus summarised its academic role:

'... German was perhaps the first language from the point of view of information. Its pre-eminence was attained somewhat rapidly—in the course of the nineteenth century, and especially in the last forty years. In Philosophy and in those sciences and quasi-sciences in which new knowledge is constantly acquired and general conceptions undergo frequent modifications, no student who wished to keep abreast of the times could afford to ignore German publications. . . Important works of learning and literature, produced in languages not generally known, such as Dutch or Russian, were often available in German translations. The German supremacy. . . extended not only to the natural sciences but to the whole field of philology and antiquities and to a large part of history.'

³⁷ *Memorandum on language teaching in state-aided secondary schools*, Board of Education circular 705.

³⁸ *Memoranda on teaching and organisation in secondary schools: modern languages*, Board of Education circular 797.

³⁹ Cd 9036, *op cit*, p 19.

Ten years later the state of German in aided secondary schools was reviewed.⁴⁰ Of 1,195, only 243 included German in pre-School Certificate courses; 1,075 included Latin. In July 1928, 54,273 candidates offered French in School Certificate examinations, 23,558 offered Latin, but only 3,837 offered German.⁴¹ It was noted that German had to meet the rivalry of Latin, which had been gaining ground ('protected' as it was by the requirements of the universities for Latin as a compulsory for their entrants). The 'overwhelming predominance of French' was deplored, then as now, and secondary school curricula were 'characterised by an unhealthy uniformity' in this respect. To counter this imbalance, it was suggested:

'... that the Curriculum which is appropriate for a given Secondary School in a populous area is not a problem to be dealt with by each school independently. . . It is neither possible nor desirable that every secondary school should attempt to provide instruction in each of the three foreign languages most commonly taught; and the fact that one school omits German is *per se* a reason why a neighbouring school should make provision for that language. It is only by mutual consultation and agreement. . . that the secondary schools of a given area can do their part in contributing, severally and collectively, to the national system.'

How far this proposal was followed has not been examined, but certainly by 1939 the gap between French and German had been reduced: there were then 75,078 candidates for School Certificate in French, 10,630 in German and in further education classes there were (1937/38) no less than 38,367 enrolments in German as against 44,654 in French—representing a quite dramatic increase over ten years of 261 per cent for German and a corresponding decrease of sixteen per cent for French.

As in 1914-1918, German lost ground in 1939-45, although not so drastically. But Latin was no longer a serious competitor to its recovery in schools and by 1954 there were 13,863 'O' level candidates in German, compared with 97,806 in French. Meanwhile in further education classes there were 20,777 enrolments in German, as compared with 49,440 in French (1953/54), representing a considerable change in the proportions of 1939, but nevertheless to some extent redressing the balance in schools.

⁴⁰ *The position of German in grant-aided secondary schools*, Board of Education pamphlet No 77, 1929.

⁴¹ But enrolment for German in further education classes (1928/29) were 10,611 as compared with 53,351 for French.

Appendix 4: List of participants

Miss Edith R Baer, BBC Further Education Radio
Mrs V Bannerjee, Goethe-Institut, London
Mrs S Bauer-Schlichtegroll, Goethe-Institut, London
P Brown, The Polytechnic, Wolverhampton
Miss Jean Campbell, Teachers' Centre, Waltham Forest
J P Carpenter, Central Bureau for Educational Visits and Exchanges
J Coutts, The Buckinghamshire College of Higher Education, High Wycombe
W J Davies, Senior Advisor for Modern Languages, Clwyd County Council
K A Emmans, Senior Adviser for Modern Languages, York
J L Flood, King's College, University of London
C Fox, Bulmershe College of Higher Education
Professor P F Ganz, St Edmund Hall, Oxford
B Gomes da Costa, North-East London Polytechnic
(now at Luton College of Higher Education)
W Grauberg, Language Centre, University of Nottingham
Dr N Grueber, Cultural Department, Foreign Office of the Federal Republic of
Germany, Bonn
Dr J Grützner, Embassy of the Federal Republic of Germany, London
Dr C G Hadley, Goffs School, Cheshunt
R Heidemann, Thurrock Technical College
A W Hornsey, University of London Institute of Education
C V James, Centre for Information on Language Teaching and Research
E V Lee, London Chamber of Commerce and Industry
Mrs M Lodge, Dartford Technical High School for Boys
Dr B Lohmeyer, Cultural Counsellor, Embassy of the Federal Republic of
Germany, London
Miss H N Lunt, Centre for Information on Language Teaching and Research
T L Marsters, European Association of Teachers
R F Mildon HMI, Department of Education and Science
Dr G D Morley, Centre for Information on Language Teaching and Research
Herr M Mruck, German Academic Exchange Service
Miss N R Mulcahy HMI, Department of Education and Science
Professor P Newmark, Polytechnic of Central London
Mrs B H Newson, Centre for Information on Language Teaching and Research
R M Oldnall, Lanchester Polytechnic
B G Palmer, Bulmershe College of Higher Education
A J Peck, Language Materials Development Unit, York
F W Pfeiffer, Scottish-German Society/Goethe-Institut, Glasgow
Miss J E A Price, Centre for Information on Language Teaching and Research

D Richards, Duffryn High School, Newport, Gwent
 Mrs A M Ridler, Council for National Academic Awards
 Professor B A Rowley, University of East Anglia
 C V Russell, University of London Institute of Education
 L J Russon, Educational Publishers' Council
 Robin Sawers, George G Harrap & Company Ltd
 Herr ORR W Schmidt, Zentralstelle für das Auslandsschulwesen, Bundesverwaltungsamt, Köln
 Herr F Schmöe, Zentralverwaltung, Goethe-Institut, München
 Miss Gertrud Seidmann, Language Centre, University of Southampton
 D M Sidwell, Principal Modern Languages Adviser, Leicester
 Dr G M Sinclair HMI, Scottish Education Department
 J T Smith, Polytechnic of Central London
 U Spät, Goethe-Institut, Manchester
 Professor R Hinton Thomas, University of Warwick
 Mrs S Tolman, Institute of Linguists
 J L M Trim, Department of Linguistics, University of Cambridge
 Herr H Trotnow, Deutscher Akademischer Austauschdienst
 D W T Watson, Chief Adviser, Bolton Metropolitan District
 M R Wigram HMI, Department of Education and Science
 Professor R A Wisbey, King's College, University of London
 A A Wolff, BBC Schools (Radio)
 P A Yorath, Polytechnic of Central London

The following bodies were represented at the Colloquium:

Associated Examining Board
 Association of Teachers in Colleges and Departments of Education (Modern Languages) (now National Association of Teachers in Further and Higher Education)
 British Association for Applied Linguistics
 British Broadcasting Corporation
 Central Bureau for Educational Visits and Exchanges
 Centre for Information on Language Teaching and Research
 Conference of University Teachers of German in Great Britain and Ireland
 Council for National Academic Awards
 Deutscher Akademischer Austauschdienst
 Department of Education and Science
 European Association of Teachers (United Kingdom)
 Embassy of the Federal Republic of Germany
 Educational Publishers' Council
 Foreign Office of the Federal Republic of Germany
 German Academic Exchange Service
 Goethe-Institut (Munich, London, Manchester, Glasgow)
 Institute of Linguists
 Joint Council of Language Associations
 London Chamber of Commerce and Industry
 Modern Language Association: German Section (ATG)

National Association of Language Advisers
National Council for Modern Languages
Schools Council
Scottish Education Department
Standing Conference of Heads of Modern Languages in Polytechnics and Other
Colleges
Zentralstelle für das Auslandsschulwesen, Bundesverwaltungsamt

Other publications

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